



Pupil premium strategy statement 2018-19

St Anne's Church Academy is a dual-campus primary school which provides education for children from 4 to 11 years old. As of September 2018 we have 191 children at our Hewish campus in year groups Reception to Y6 and 151 in our West Wick campus with classes from Reception to Y4. Little Learners Nursery is a Governor led pre-school run on the same premises from our West Wick campus.

Our vision is that children should be taught how to 'Learn to Love and Love to Learn'. This underpins everything that we do. All members of the school community are fully committed to meeting the needs of each and every child irrespective of their backgrounds. A child's history does not define their destiny. In order to raise attainment for all children, we have a "Learning without Limits" pedagogy whereby we have high aspirations and ambitions for all of our children. We fully accept the responsibility for meeting the needs of our socially disadvantaged children within our caring Christian community by removing any barriers to learning that they may have.

The school aims to raise children's aspirations and enable them to achieve their highest potential by providing:

- a stimulating environment in which to play and learn;
- a welcoming, caring community which supports all;
- an open and honest partnership between school and home which enables us to work together to support each other;
- an ethos that encourages a love of learning, perseverance and determination to succeed.

The school serves two communities with differing levels of social deprivation, overall the school has 13.2% of children in receipt of pupil premium funding. At our West Wick campus as of October 2018 we have 8% children eligible for pupil premium and at Hewish we have

17.3% children eligible for pupil premium. We aim to use this funding to provide opportunities for these children which enable them to achieve their potential. We use a variety of approaches to support our disadvantaged children and encourage active research. This has included:

- <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf
- <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>
- Marc Rowlands 'The Pupil Premium'
- Training through SSIF bid with The Beach Teaching School Alliance.

The key objectives for pupil premium children are;

- to raise aspirations;
- improve outcomes;
- improve life chances.

When planning pupil premium spending St Anne's aims to ensure it closely matches the needs of our pupil premium children. These needs are varied and there is no 'one size fits all' approach so we consider the range of needs and address them. Regular reviews of impact by leadership team, governors, learning mentors and class teachers ensures that provision does change to meet the needs of pupil premium children across the school and maximise impact.

1. Summary information					
School	St Anne's Church Academy				
Academic Year	2018-19	Total PP budget	£57,620	Date of most recent PP Review	Jan 2016
Total number of pupils	337	Number of pupils eligible for PP	43 (13%)	Date for next internal review of this strategy	December 2018

2. Current attainment at end of July 2018						
	Pupils eligible for PP			All Pupils at Anne's (national in brackets)		
	EYFS (5 ch)	KS1 (6 ch)	KS2 (5 ch)	EYFS	KS1	KS2
% achieving GLD	40%			79%		
% achieving secure+ in reading		50%	60%		80%	88% (75%)
% achieving in secure+ writing		50%	100%		76%	96% (78%)
% achieving in secure+ maths		50%	60%		86%	65% (86%)

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.	Low attendance
B.	Poor oracy skills
C.	Lack of aspiration and low self-confidence
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase levels of attendance	Attendance of all PP children will improve with a particular focus upon GRT pupils
B.	Increase levels of attainment particularly at greater depth	Data will show that more PP children attain greater depth in reading, writing and maths particularly by KS2
C.	Increase levels of progress	Data will show that all PP children make at least expected progress

5. Planned expenditure

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?
Improve levels of oracy	Use of specific oracy training as part of Quality First Teaching (QFT) for all staff including Nursery	Successful action research project within school Closing the vocabulary gap-Alex Quigley Education Endowment Foundation (EEF) toolkit- use of oral language interventions	Through effective monitoring using informal drop ins, lesson observation, discussions with children and parents	EB	Through data capture x3
Increase standards of progress and attainment for all	Focus upon responsive teaching using whole class feedback alongside effective use of support staff <ul style="list-style-type: none"> • Include 20mins weekly CPD for all support staff • Green ticket CPD for all teaching staff • Appraisal focus on PP 	Research from Dylan Wilam re use of responsive teaching EEF toolkit re feedback and use of support staff plus evidence from Marc Rowland	Through effective monitoring using informal drop ins, lesson observation, discussions with children and parents Analysis of data	LD	Through data capture x3 PP Term 2 Data Report PP Term 4 Data Report PP Term 6 Data Report
Enhance behaviour for learning skills	Refine behaviour policy and practice and train all staff	Research from 'When adults change'-Paul Dix and use of Learning Mentors to remind children. EEF toolkit-behaviour interventions	Through refining our collection of data to monitor rewards and sanctions more effectively	IP	Termly data capture IP Behaviour data report from SIMS
Total budgeted cost					£3520

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?
Increase numbers of PP children achieving at least secure standards	Use of summative national assessments in KS2 to undertake gap assessments. Plan targeted intervention and termly impact PP children work marked first Whole class planning PP identified Targetted questioning	Marc Rowland swift and timely changes to provision as a result of evaluating current attainment alongside regularly monitoring and evaluating data	Through monthly monitoring of learning, work scrutiny, conversations with children and staff	LD/EM/KE	Through data capture x3
Increase levels of attendance through raising engagement and involvement in school life	Use of all about me folders Further engagement of parents through regular feedback from all as well as adopting new policy	Marc Rowland-understanding attitudes to learning and family engagement is vital for the success of PP spending	Through daily attendance phone call re absence Initial explanation given to all families with verbal explanation to GRT families Engagement through forest school-social media plus feedback	RF/CH/TG	Through termly attendance data
Continue to enhance reading accuracy and competence particularly in Y1 and vocabulary enhancement in KS2	Use of Read,Write,Inc (RWI) phonics daily for all and pre/over learning for targeted individuals Use of individual/group reading support Weekly Vocabulary focus	Effective use of RWI raises standards EEF toolkit- early phonics interventions and reading comprehension strategies	Termly impact reports with precision teaching used to fill gaps	JS/TH	Every 6 weeks
Total budgeted cost					£14996
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?
Increased aspiration and confidence of our PP children	Interview each of our PP children to ascertain what they need/want to be successful. Offer each child the opportunity to participate in one extra- curricular	Awareness that PP are not a homogeneous group and that we need to fully understand the needs of our children as individuals to collectively best meet their needs	By looking at each piece of data on a child by child basis (as part of Pupil Progress Meetings - PPM) to ensure that we are doing the best we can for each	LD	3 x year

	<p>sporting activity per week and involvement in wider music opportunities. Maximise opportunities presented within the community e.g. ice skating, careers fair etc. and increase life experiences through the curriculum, forest school, visitors to school.</p>				
<p>Improve engagement within school through regular contact, positive feedback and relationship building</p>	<p>Individual/group emotional health and well being through nurture sessions either individually or in a group. Use of forest school for all PP One extra curricular sports club and music offered to all</p>	<p>EEF toolkit-social and emotional support either individual/group</p>	<p>Use of All about Me folders to identify impact</p>	<p>RF/CH</p>	<p>3 x year</p>
Total budgeted cost					<p>£39491</p>
Total spend on Pupil Premium					<p>£58007</p>

6. Review of expenditure

Previous Academic Year	See previous PP report 2015-18 for evidence and impact of spending			
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)	Cost
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.