



St Anne's Church of England Primary School

Within the love of God, we are all learning together...
to be motivated to tackle challenges and achieve outstanding successes and celebrate them!
to be clear in our values so that we make thoughtful decisions with confidence and celebrate them!

Pupil Premium Spending Plan 2017-18

Anticipated funding for 2017-18 = £30,360

Provision	Cost	Rationale	Outcomes / review over the year	Impact – End of year
Year 6 booster support.	£18,864	Staff member used to support the teaching in Year 6 and to provide Booster / small group sessions within main class teaching to secure greater than average progress for pupils including Pupil Premium pupils.	Progress monitoring for first term (Sept 2017 – Dec 2018) shows the following (<i>using Herts for learning assessment tracking</i>): Maths – 2 out of 3 making 1pt progress (good progress) Writing – 2 out of 3 making 1pt progress (good progress) Reading – 3 out of 3 making 1 pt progress (good progress) (good progress = 1Pt progress a term)	4 PP children received additional Boosters in year 6. These focused on reading, writing and maths. 2 children were entered into end of year SAT testing for Reading and Writing. 1 child passed Reading with a score of 109 falling just below greater depth. In school progress monitoring showed accelerated progress from KS1. 1 child passed writing SAT and showed an average progress since KS1. 3 children were entered into end of year SAT testing for Maths. 1 child showed accelerated progress securing Greater Depth at KS2 SATs. However in school progress monitoring showed 2 children making accelerated progress and one making expected progress.

<p>'Eat and Learn' – Early morning small group, tutored sessions focusing on Reading and specific targets for children.</p>	<p>£3,000</p>	<p>Through feedback gathered from teaching staff and children the school recognised that reading at home is an area that many families require support with. Parents are carers are often working later into the school day and have other responsibilities at home which leads to there being less time for quality 1:1 reading with an adult.</p> <p>The school tries to support this by identifying key children where reading progress is slower than expected.</p> <p>Eat and Learn provides an opportunity for children to have additional designated time and space to take part in independent reading or reading with an</p>	<p>In December 2017, the Eat and Learn sessions showed the following progress:</p> <p>All children (100%) taking part in Eat and Learn since Sept 2017 have made 1pt of progress in reading during the first term (Sept – Dec 2017)</p> <p>8 of the 15 children taking part in Eat and Learn have taken AR comprehension STAR tests. Results show that reading ages of these 8 children have increased by an average of 5 months in a 10 week period. This shows good / accelerated progress.</p>	<p>Eat and learn is allowing children to read more and complete more quizzes. On average children in Eat and Learn are completing twice the amount of comprehension quizzes than their peers.</p> <p>Eat and learn also supports the younger children in developing their phonic knowledge. 2018 Phonic results for year 1 show that 4 of the 5 children in receipt of PP securely passed their Phonics this year.</p> <p>All year 2 children passed the Phonic re take meaning 100% of children moving into KS2 have obtained secure levels in phonics.</p> <p>Impact of Eat and learn for PP across the school. Impact on all children in receipt of PP.</p> <table border="1" data-bbox="1240 660 2128 740"> <tr> <td>Average progress in reading</td> <td>Above average progress in reading</td> </tr> <tr> <td>56%</td> <td>13%</td> </tr> </table> <p>Not all children offered Eat and Learn take up the opportunity. Some only attend on certain days Impact on children having regular attendance at Eat and Learn.</p> <table border="1" data-bbox="1240 928 2128 1008"> <tr> <td>Average Progress in Reading</td> <td>Above average progress in reading</td> </tr> <tr> <td>83%</td> <td>8%</td> </tr> </table> <p>Impact on Non SEND children in receipt of PP attending Eat and Learn</p> <table border="1" data-bbox="1240 1120 2128 1200"> <tr> <td>Average Progress in Reading</td> <td>Above average progress in reading</td> </tr> <tr> <td>79%</td> <td>14%</td> </tr> </table> <p>Eat and Learn has the biggest impact on those children regularly attending Eat and Learn. This needs to be considered for the future planning of this intervention.</p>	Average progress in reading	Above average progress in reading	56%	13%	Average Progress in Reading	Above average progress in reading	83%	8%	Average Progress in Reading	Above average progress in reading	79%	14%
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		<p>adult. These sessions run from 8.30am until 8.55am 4 mornings a week and staffed by qualified teaching assistants. Fruit and milk is provided for children who may have missed breakfast.</p> <p>Eat and learn is monitored on a half termly basis to identify progress of reading for individuals taking part. The school provides staffing so that children can be invited to the group at any point during the year for any amount of time, to ensure that their full potential is reached.</p>		
Accelerated Reader	£1500	Accelerated Reader scheme introduced across whole school during the course of the year. Initially starting in KS1 from September 2016 then	Impact of Accelerated Reader scheme is highlighted above.	<p>End of year results in reading across the school remain high and in some year groups, have increased. This remains a strong area for the school and in particular for children in receipt of PP.</p> <p>The scheme is allowing children to practice comprehension skills at an early stage and then continuously throughout their time at St Annes. The scheme encourages discussion about books and stories and not just the decoding of text and words.</p>

		<p>into KS2 in January 2017.</p> <p>This scheme enables children to read a wider range of titles and focuses on reading comprehension and not just decoding. This scheme enables children to be targeted on a weekly basis and can enable accelerated progress in reading across both key stages.</p>		<p>More children in Reception were placed onto the AR scheme during the year, than in previous years.</p> <p>The scheme also incorporates the use of ICT and in young children learning to type their names and recognise them.</p> <p>Average progress of PP children across the school using AR.</p> <table border="1"> <tr> <td>Average progress in reading</td> <td>Above average progress in reading</td> </tr> <tr> <td>56%</td> <td>13%</td> </tr> </table> <p>The use of AR needs to be focused on targeted children. This combined with Eat and Learn will have the biggest impact on children's reading moving forward.</p>	Average progress in reading	Above average progress in reading	56%	13%
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Additional ICT equipment	£500	<p>Continual updating of ICT equipment to support learning in all areas but specifically maths and reading.</p> <p>Some lap tops used specifically to support writing in upper KS2. This equipment also allows children who do not have access to resources at home, to become more familiar with touch screens, keyboards and using ICT in general.</p>	<p>Laptops and tablets are available before school and at lunchtimes for children to access the online learning such as Skoolbo and accelerated reader.</p> <p>The use of laptops is being used in yr6 to encourage children who have difficulties with writing, to produce work where the focus is on content and not handwriting and spelling.</p> <p>Feedback from teacher within yr6 is that children are more willing to participate in longer writing tasks.</p>	<p>Evidence from year 6 writing shows that children who struggled with handwriting were able to use lap tops to produce some pieces of work. From moderation, it was proved that this enabled children to focus on the structure of the pieces of work resulting in more evidence of children's knowledge and abilities.</p>				
Additional books to enhance	£500	Additional books have been purchased to ensure each child can	A total of 300 additional titles have been purchased since September 2017 to ensure there is a greater	Wider range of books has provided children with a more varied diet of reading. This has supported the good end of year results for reading				

<p>reading scheme and to appeal to reluctant readers.</p>		<p>access a range of titles from a range of authors and genres. This provides children with a richer diet of reading material and engages more reluctant readers.</p>	<p>range of titles for children to read from.</p> <p>Pupils were asked to compile lists of favourite authors and titles to ensure that some of the new books were specific to children's interests. Research was also carried out into new titles to ensure that the school's reading books also featured some of the latest books to be published.</p>	<p>across the school and the narrowing of the gap in reading between children in receipt of PP and their peers.</p>
<p>Sensory Circuits</p>	<p>£900</p>	<p>Over 20% of our Pupil Premium children also have some form of Special Educational Need and are included on the SEN register. Some of these children have sensory needs. Sensory Circuits is provided before the school day (and after lunch for some children). This programme helps these children to settle and approach their learning with a much improved, calmer attitude.</p>	<p>Through teacher feedback and observations of children, children taking part in sensory circuits enter class in the morning more settled and ready to learn.</p> <p>Class teachers have commented on improved attention span of specific children.</p> <p>Positive feedback from parents has shown that they are keen for their children to take part in the group and that the children enjoy the sessions.</p>	<p>Numbers attending this group have tailed off over the year. There have been some adjustments made and a full review of the program.</p> <p>This group may be replaced next year.</p> <p>There is evidence that the remaining children benefit from having a calming activity before school. However this may be presented in a different way in September. Ideas are Yoga and Meditation.</p>
<p>Milk and fruit</p>	<p>£450</p>	<p>All Pupil Premium children receive daily fruit and milk at break time at no cost to the parents. The successful education</p>	<p>Observations of children's engagement and well-being which form part of our Pupil Premium Monitoring show good engagement in the time immediately after break. Additional</p>	<p>This element ensures that children are able to eat a snack during the day and there is continued evidence that this is needed.</p> <p>The school is about to take over the catering in school. Part of this will be a new 'Tuck Shop' every break time. It is planned that as well as the</p>

		<p>of a child requires a holistic view. For a child to be ready to learn they must be well-nourished and hydrated. Missing out on this provision would also be detrimental to a disadvantaged child's self-esteem.</p>	<p>Fruit and Milk is also offered during the Eat and Learn sessions in the morning for all children. This supplements children's breakfasts.</p>	<p>fruit and milk, Tuck Shop will also be available free of charge to children in receipt of PP.</p>
<p>School trips and residential</p>	<p>£1500</p>	<p>Pupil Premium funding is used to support the cost of the yr6 residential trip which provides children an experiences away from home where they can tackle new challenges and develop social, emotional and communication skills.</p> <p>Where school trips are arranged, parents and carers are asked for donations towards the costs, however Pupil Premium funding is used to fund specific children in being able to take part in these activities.</p> <p>These trips can help to support and enhance children's learning on</p>	<p>Pupil Premium funded places for yr6 Children on this year's residential trip to an outdoor activity centre. The timing of the trip was changed to be at the start of the school year enabling children to bond and become a team early on as well as providing a safe place to tackle new challenges and instil confidence for the year ahead and beyond.</p> <p>All children in year 1 to 6 were offered a place on the end of term trip to the Pantomime in Peterborough. Over 175 children took part in this trip which enabled many to experience live theatre for the first time. Pupil Premium was used to help towards the cost of the entrance price for specific children and families which enabled them to attend.</p>	<p>Various trips and the residential, were offered to children in receipt of PP at a subsidised rate. This allowed children to attend that may not be able to afford to.</p> <p>Trips are varied and relate to topic being taught in the class. It allows all children to have the opportunity to take part in these enhanced learning experiences.</p> <p>The whole school pantomime trip will be arranged again in Dec 2018 as all staff agree that feedback from the children was very positive. Later in the year we held our first Arts Week and it was clear that children were more willing and confident to get involved with a variety of Art activities including drama.</p> <p>Next year we will also be supporting the cost of Rocksteady for children in support of PP. Early signups to the scheme show there is a great deal of interest from all children and we would not want the cost to be a barrier to involvement.</p>

		specific topic areas throughout the year. The school provides support so that all children have access to these activities.		
Access to extra school activities	£700	Pupil Premium funding helps to support children to take part in after school activities including a variety of sports clubs. This encourages children to keep fit and healthy and helps them to build upon their social skills and support their peer to peer networks.	<p>Pupil Premium funding has helped to provide access to afterschool clubs for specific children enabling them to take part in activities alongside their peers.</p> <p>Support has been offered for a group of children to attend the schools out of school club. These targeted children have been given this opportunity to enable them more access to social skill development through interaction with a wider group of children than those just within their class. This is helping to improve language in these children as well as social communication and interaction skills.</p>	<p>Continued support is given to children who wish to take part in extracurricular school activities.</p> <p>There is continued feedback that this has had impact in confidence building and social emotional skills. This allows children to be more confident in class and within their learning.</p> <p>23% of children in receipt of PP require financial support to attend OSC . Activities improved social emotional development and self-esteem.</p> <p>27% of children in receipt of PP have received financial support to attend after school clubs and activities to improve self-esteem and social emotional development.</p>
Pastoral support / counselling	£2000	At St Annes, we strongly believe that a child cannot learn well, let alone achieve their potential, unless they are at a point of well-being which allows them to. This holistic view is an extremely important part of the	<p>There are various different support methods that are on offer from the Pastoral Leader. These include:</p> <ul style="list-style-type: none"> -Family consultation work, advising and supporting families at as a whole if there are issues concerning a child's wellbeing. - 1:1 Direct work with a child. This may involve play therapy and counsellor sessions 	<p>73% of families in receipt of PP have received various forms of Family consultation work. This may be short or long term depending on the family's needs.</p> <p>27% of children in receipt of PP have had 1:1 direct work with the Pastoral leader. This is usually initially for a 6 week period but can be extended if it is felt necessary.</p> <p>100% of families in receipt of PP have received light supervision from the pastoral leader. This can be in the form of monitoring at playtimes and</p>

		ethos of St Anne's. We employ a counsellor as our Pastoral Leader for 3 days per week.	- Light supervision – Being available during non-structured time to support individual children.	non-structured times. One off conversations and meetings offering support on an issue effecting a child. The impact of this work is that children feel safer and happier emotionally and ready to learn in school.
Staff training	£1000	Whole staff training for de-escalation skills when dealing with children's behaviour. By communicating with children effectively it can help to eliminate the number of minor behaviour episodes that can escalate into become more problematic.	Whole staff training took place in October on supporting children's behaviour. The sessions were led by SLT who shared de-escalation skills with all staff to enable	The numbers of level 3 behaviour incidents have reduced each term throughout the year and are reduced considerably on last years recorded figures. Staff say they feel more confident in being able to manage low level behaviour incidents early so that they do not escalate further.
Total:	£30,914			