



## 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 2018-19 – IMPACT UPDATE

Anticipated funding for 2018-19 = £33,300

Provision	Cost	Rationale	Outcomes / review over the year	Impact – End of year
Pre teaching and 'Fill the gap' sessions for Yr5 / Yr 6 pupils	£11,000	<p>A highly skilled member of teaching staff is used to support identified pupils in Year's 5 and 6. The support is provided in two ways.</p> <p><b>Pre teaching activities:</b> - Class teacher and support teacher share planning for the forthcoming units of work. Small group sessions are then run with groups focussing on the learning that is coming up. This enables children to review key vocab and understanding so the whole class learning has more impact.</p> <p><b>Fill the Gap:</b> - Following the marking of books from a teaching session, key misconceptions and areas for further work are identified for key children, these are addressed through small group work prior to the next lesson.</p>	<p>Sept 2018 – Sessions of pre teach and fill the gap running regularly each week. Class teachers have identified pupils for each session. A continual dialogue between support teacher and class teachers helps to ensure that support is targeted appropriately.</p> <p>April 2019 – Pre teach and fill the gap sessions continue to run for both literacy and maths. Pupil Voice shows that children's confidence levels have increased. Progress is shown during pupil progress meetings and book scrutiny.</p>	<p>Pre teach and Post teach sessions were run throughout the year. The priority was for year 6 children; however, this was then extended to incorporate the year 5 children as well.</p> <p>Year 6 outcomes showed that confidence levels in children grew and this enabled them to access the end of year SAT testing. One child achieved greater depth in reading and only narrowly missed on achieving maths.</p> <p>Year 5 pupils were able to make further progress enabling them to be more confident as they enter year 6.</p>

		Both of these areas of support were decided upon following research from the Education Endowment Foundation.		<p>50% of year 6 children made accelerated progress from their starting points.</p> <p>80% of children in year 5 made expected progress while 20% made accelerated progress from their starting points.</p>
<p>'Eat and Learn' – Early morning small group, tutored sessions focusing on Reading and specific targets for children.</p>	£3,000	<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 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</p>	<p>Sept 2018 – 21 children have been offered Eat and Learn sessions 4 mornings a week. Attendance is monitored to ensure maximum impact.</p> <p>Dec 2018 – Feedback from teaching staff shows that children taking part in Eat and Learn enter the class in the morning in a settled and positive mind set and ready to learn.</p> <p>Accelerated Reading data shows that children attending Eat and Learn regularly are now taking more quizzes each week and progress is increasing.</p> <p>Trugs, has been introduced for some children. This intervention allows children to work on single word recognition.</p>	<p>These sessions are particularly effective for children who require additional support with reading and may not be accessing reading at home.</p> <p>However, the impact of these sessions is highly dependent on attendance. It has been noted that this year in particular, attendance from some of the children invited was sporadic and this then impacted on the progress the children made.</p> <p>Those that attended regularly make consistently good progress in reading and this has also helped to raise confidence within these children.</p>

		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.		
Specific TA CDP throughout the year, focusing on impact of support on teaching and learning	£5000	<p>Through various analysis of data, it is identified that that progress of some PP children with low prior attainment, is not in line with the school's expectations. This is also in line with the Education Endowment Foundation research that highlights TA costs as high compared to impact.</p> <p>The SLT has carried out various research into the use and deployment of TA's across the school. A new strategy was devised to ensure that class teachers were working more with low prior attainment groups and support staff were being utilised for in supporting more middle attainment groups. It is hoped that his will provide greater impact in relation to the cost of support staff.</p> <p>In order to provide Support staff with the relevant and up to date skills required to support teaching and learning a series of short CPD sessions will be held in house. These require all support staff to be released from classrooms for one hour a month to attend. There is also a cost associated to materials and time given to support staff to attend who are not timetabled to be in school on those days.</p>	<p>Oct 2018 – First TA training session focusing on 'Deployment of Support staff' and 'Marking and Feedback' was held and attended by 90% of support staff. A further training session is organised for Mid November to focus on 'Questioning skills to provide challenge'.</p> <p>Impact to be monitored through books scrutiny and pupil progress meetings at the end of the term.</p> <p>April 2019 – The second of the TA training sessions has been held. This focused on 'Questioning skills to provide challenge'. TA's discussed how they could develop their questioning skills further and how they could use these in giving written feedback in books long side the class teacher.</p> <p>The session was repeated with Class teachers to that there was a joint approach in how questioning is being used to extend learning further.</p>	<p>Through lesson observations and learning walk evidence, there is a clear impact in support staff supporting teaching and learning in the classrooms.</p> <p>80% of Support staff observed, are now contributing more to the marking and feedback within classes. Alongside the use of more effective questioning, there is a positive impact on children.</p> <p>10 small group sessions were observed during Spring and Summer terms with the focus on effective questioning and feedback. It was noted that children were completing more work independently and that groups discussions were led more by the children than by the staff member.</p> <p>Children's progress was evident in books scrutiny.</p>

<p>Installation and update and continual maintenance of ICT equipment</p>	<p>£1500</p>	<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. The equipment is kept updated by the schools new ICT apprentice.</p>	<p>Lap tops available to all classes.</p> <p>New ICT area accessible by all KS2 classes. These are used continually during the day. Children use the lap tops to access AR reading quizzes and also carry out research work for topics across the year.</p> <p>New lunchtime ICT clubs launched for KS1 and KS2. All places filled.</p>	<p>Children in KS2 are accessing ICT within the school on a daily basis and utilising the new ICT area.</p> <p>Children are carrying out more online research to support their topic areas.</p>
<p>Additional books to enhance reading diet within the school for both individual readers and whole class texts.</p>	<p>£1,800</p>	<p>Additional books have been purchased to ensure each child can 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>The school has reviewed the way in which guided reading is taught across the school and further training for staff will take place. This will provide more support for reading comprehension.</p>	<p>The school books are continually audited to check on quality and quality of titles. New books are ordered to replace ones that are in poor condition.</p> <p>A list of books has been recommended by the county literacy advisor that are regarded as having a range of rich vocab. These will be purchased over the course of the academic year to support reading by individual children but also whole class reading and guided reading groups.</p>	<p>All classes are provided with the Topic Book for the term and these books have a high profile within the classroom.</p> <p>Each term these books are used to develop whole school writing activities.</p>
<p>Smart Moves</p>	<p>£1500</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 difficulties with fine and gross motor skills which impact on all areas of learning.</p> <p>Smart Moves provides a program of activities that help to develop fine and gross motor skills as well as developing attention difficulties, organisation skills, developing confidence, self-esteem and social skills.</p>	<p>Sept 18 – Smart Move material purchased and staff trained. Program in place. Review of program will be carried out at the end of the first term.</p> <p>Jan 19 – Children re assessed for progress within the Smart Move program. This is a 10 week course. Teachers have suggested names of children who may benefit for this terms sessions.</p>	<p>The Smart Moves program has enabled children to work on fine and gross motor skills and also provided a useful way to support some children to become more focussed at the start of the day and ready for learning.</p> <p>Feedback from staff is that the program has really helped individual children to enter the class at the start of the day, with more positive learning behaviours.</p>

		The program is delivered before school by two members of staff. This also links with the schools PE curriculum and children's physical development.		All children on the Smart Moves program are assessed using its own specific criteria. Evidence from this shows that all children on the scheme have made progress in developing their specific fine and gross motor skills.
Milk and fruit	£450	All Pupil Premium children receive daily fruit and milk at break time at no cost to the parents. The successful education 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.	Take up of milk and fruit is monitored and encouraged.	The uptake of free milk and fruit remains the same. Staff ensure that fruit is available to children who may have come into school late and missed breakfast. This allows them to concentrate on their learning.
School trips and residential	£1500	<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 specific topic areas throughout the year. The school provides support so that all children have access to these activities.</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 were offered a place on the end of term trip to the Pantomime in Peterborough.</p>	<p>The use of PP to support children in taking part in school trips is vital. Over 90% of families eligible, have taken up this offer.</p> <p>The impact of a child being able to take part in the residential trip in year 6, helped them to develop independence skills and self-confidence. This had a clear effect on the way in which the child approached their learning throughout the rest of the year. They became more focused and were able to sit their SAT tests, achieving greater depth in reading.</p> <p>Further school trips for children across the school, enable them to access their learning more</p>

				effectively by having 'real life' experiences.
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>The offer of free after school clubs is not taken up by all families, but it promoted and encouraged throughout the year.</p> <p>This year the school trialled a new sport, American Flag Football. Whilst also learning the skills through PE, an after school team was set up. This team went on to come second in the local school's tournament. Feedback from children was that they enjoyed learning a new sport and would like to go on to learn more about the sport. Children in receipt of PP were part of this team.</p>
Pastoral support / counselling	£3000	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 ethos of St Anne's. We employ a counsellor as our Pastoral Leader for 3 days per week.	<p>The schools Pastoral Leader has noticed an increase in the number of children and families that are requiring extra support. The two and a half days set aside for pastoral 1:1 work has been increased to three full days this year.</p> <p>There has been an increase in the number of children accessing play therapy and the school has taken on an additional therapist on a temporary contract for three hours a week.</p> <p>The number of TAF meetings and CP meetings have increased this year by 25%.</p> <p>In addition to this the school has taken on the Girls on Board program, specifically focusing on girl's friendships in KS2. Four sessions have been held that the pupil voice is that these are well received and have started to make an impact in the way girls resolve friendship problems etc.</p> <p>Through this work there has been a positive impact on attendance and lateness across the school.</p>	
Staff training	£2000	Whole staff training that develops staff in a wide range of teaching and learning areas to ensure Quality First Teaching for all children. These include termly 'in-house' training on spelling punctuation	This training is ongoing. There have been 3 in house SPAG focused sessions for staff to attend. Book Scrutiny and lesson observations have shown that this is having an impact across the school. The technical elements of children's writing is starting to improve. However, more work needs to be carried out on the generation of ideas and creativity, to move writing on.	

		and grammar, Maths fluency and guided reading	<p>Guided reading was reviewed and developed in the Spring term. The impact of this has been difficult to monitor over one term. However, Learning walks have highlighted that this is now imbedded in weekly timetables and that children are having more time to expand their reading.</p> <p>Training delivered by the Maths Advisor focused on using resources effectively in learning and the development of reasoning and problem solving. Pupil Voice highlights that confidence levels in maths is growing across the school. Children talk about various maths models and resources they are using to develop their knowledge.</p>
<b>Total:</b>	<b>£31,450</b>		