



## 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 2019 - 2020

Anticipated funding for 2019-20 = £37.260

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 3 and 6. The support is provided in two ways.</p> <p><b>Review teaching activities:</b> - Data from 2019 shows that some children working in year 3 were unable to access the end of KS1 SATs and were working considerably lower. Three Morning sessions a week are being used to support a group of children to secure KS1 knowledge and understanding whilst also having access to and being supported with year 3 skills and knowledge.</p> <p><b>Fill the Gap:</b> -</p>	<p><b>Review: Jan 20 –</b> Due to staff illness in the Autumn term the additional teacher targeted support in year 3 was not consistent. Changes made for Spring term where an additional Level 3 TA has is being used to run year 3 targeted support. To be reviewed at Feb half term.</p> <p>However, impact on support given in Autumn term shows whilst attainment is below ARE, progress in reading is good and in maths is sufficient. Writing progress is lower and needs focus.</p> <p>Specialist teacher support will be transferred to year 6 in spring term. Data for Autumn term shows PP progress in reading and maths as low and writing as considerably lower than expected. Provision maps for the class are being reviewed to ensure robust</p>	<p><b>March 2020 –</b> In January the support for year 6 children was reinstated and this came in the form of pre-teach and intervention sessions for a number of children including children in receipt of PP. The following progress and attainment was gathered in March 2020 just as the school went into lockdown. The assessments for maths and reading were taken from practice SAT papers and is a good reflection of children's progress and attainment:</p> <p><b>Reading: - 68%</b> 4 out of 6 children were at ARE. This showed exceptional progress from 2 of these children and good progress from 2, from the data drop in December. One of these children was judged to be greater depth in this area.</p> <p><b>Writing: - 34%</b> Out of the children in receipt of PP only 2 were teacher assessed to reach ARE in writing by the end of the year. However, all children had made progress in their writing. This was an area that would have been focused on further if it had not been for the lock down.</p> <p><b>Maths: - 68%</b></p>

		<p>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. (specifically year 6 focus)</p> <p>Both of these areas of support were decided upon following research from the Education Endowment Foundation.</p>	<p>targets are being set alongside individualised focus. An additional half term review of data will be carried out in Feb.</p>	<p>Out of the children in receipt of PP 4 of the 6 were expected to be ARE by the end of the year with one of those being at greater depth.</p> <p>Due to the need to use the extra support in class 3, the year 5 class did not receive the extra support this year. However, additional support is being put in place for academic year 2020/2021.</p>
<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</p>	<p><b>Review Jan 20:</b> Literacy leader and SENCo have reviewed children attending additional Eat and Learn support and Smart moves in the morning sessions. Progress has been noted and groups have been re organised to focus on specific children's needs for Spring term.</p> <p>Progress for reading in years 1, 2, 3 is good for PP children. Year 6 focus children are now attending a specific reading booster group in the mornings. Progress to be reviewed at Feb half term.</p>	<p><b>March 2020 –</b> Just prior to the lock down, the decision was made to change the Year 5 and year 6 eat and learn groups to a 'book club' which followed more of a guided reading format.</p> <p>This was proving successful before the lockdown with children more engaged in the reading.</p> <p>This will be continued into next academic year.</p> <p>All other children attending Eat and Learn were assessed just prior to lock down and it was clear that the Eat and Learn sessions impacted on those children who attended regularly. It provided them with increased confidence in reading and they were reading a wider range of books than they had done previously.</p>

		<p>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 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>		
Specific TA CDP throughout the year, focusing on impact of support on teaching and learning	£4000	Following on from last year's CPD opportunities for Support Staff, the school is planning a series of further in house training. These sessions will look further at developing effective skills in supporting children's learning, both within the whole class and in small groups. There will also be further support and	<p><b>Review Jan 20:</b></p> <p>INSET training for teaching staff held focusing on a Therapeutic Approach to behaviour.</p> <p>Peer review organised for early Jan, focusing on Effective use of support staff across the school. This are is also a longer term project in conjunction with AFA starting in Spring Term.</p>	<p><b>March 2020 –</b></p> <p>The work with TA's in continuing next year with support from AFA. SLT member is leading this project and has already established a working party of staff to develop this program across the school next year.</p>

		training on effective behaviour management by introducing the STEPs therapeutic approach to behaviour.		
Achievement For All (AFA)	£9000	Working alongside external agency Achievement For All to focus on the support provided by the school for vulnerable groups of pupils. This is a two year rolling program and features Whole staff training and specific teacher training. There are monthly meetings with a designated AFA advisor who delivers training, supports the school in action planning and monitors the plan as well as online support and training packages through the AFA specific website. The cost of staff release time and attendance to training is incorporated in the spending predication.	<b>Review Jan 20:</b> AFA initial project for autumn term was to identify key focus children in each class, provide INSET training for all staff on the AFA program. All teachers trained on running constructive conversations with families of targets children and targets set.	<b>March 2020 –</b> No further review due school closure due to COVID.
Smart Moves	£1500	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. Smart Moves provides a program of activities that help to develop fine and		<b>March 2020 –</b> No further review due school closure due to COVID.

		gross motor skills as well as developing attention difficulties, organisation skills, developing confidence, self-esteem and social skills. The program is delivered before school by two members of staff. This also links with the schools PE curriculum and children's physical development.		
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.	<b>Review Jan 20 –</b> Fruit and milk scheme continuing to run across the school.	<b>March 2020 –</b> No further review due school closure due to COVID.
School trips and residential	£1800	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.  Where school trips are arranged, parents and carers are asked for donations towards the costs, however	<b>Jan 2020 –</b> School residential has taken place in October 2019. Funding has allowed all children to participate in this activity. This provided children with experiences that they would not have normally done, including leadership, team building and spending nights away from home for the first time. All staff agree that this trip helps to build self-confidence and independence in children that supports them during their final year at Primary school.	<b>March 2020 –</b> No further residential trips have been booked due to COVID

		<p>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>		
Access to extra school activities	£700	<p>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>	<p><b>Review Jan 20 –</b> Funding has been provided for 5 children to access school trips and after school clubs and activities.</p>	
Pastoral support / counselling	£7000	<p>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 and employ a support councillor for half day a week. The work of these staff members includes 1:1,</p>	<p><b>Review Jan 20 –</b> Boxhall assessment packages now purchased by the school and initial trials of the system will take place this term.</p> <p>Additional children's therapist is working alongside the Pastoral leader within the school initially on a one morning a week basis. It was found that this was successful and hours have been increased to a full day once a week. This gives the school an additional 4 spaces for 1:1 sessions.</p>	<p><b>March 2020 –</b> Boxhall assessments have been trialled with three children. These assessments will be done again at the end of an 8-week pastoral intervention to highlight any impact from the sessions.</p> <p>Additional Play therapist continues to provide support for 4 children. These sessions are running well with good feedback from families about the impact on children's wellbeing.</p>

		<p>play therapy and talk therapy sessions, supporting the welfare of children's wider families, liaising with external agencies such as social services and family workers and attendance at CP and TAF meetings within school.</p> <p>This year the school wants to ensure that class teachers are part of TAF meetings so that they can better support individual children and their families. The additional time at these meetings requires cover costs within classes.</p>		
<b>Total:</b>	<b>£38,450</b>			