



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 2016-17

Anticipated funding for 2016-17 = £30,540

Provision	Cost	Rationale	Outcomes / review over the year	Impact – End of year																					
Year 5/6 booster support.	£18,642	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.	<p>Progress monitoring up until Easter 2017 shows the following (<i>using Herts for learning assessment tracking</i>):</p> <p>Maths – (Expected in year progress of 3.5pts) 2 pupils have shown accelerated progress (5pts). 2 pupils have shown expected progress (3.5pts)</p> <p>Writing – (Expected in year progress of 2.4pts) 1 pupil has shown accelerated progress (4pts). 1 pupil has shown expected progress (2.5pts) and 2 pupils have shown lower than expected progress (1pt).</p> <p>Reading - (Expected in year progress of 3.4pts). 3 pupils showing expected progress (3pts) and 1 child showing accelerated progress (4pts). (NB. <i>These figures taken from 1 term of using new Accelerated reader scheme</i>)</p>	<p>KS2 SAT results 2017 for FSM:</p> <table border="1"> <thead> <tr> <th></th> <th>Age Exp</th> <th>Greater depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>-</td> </tr> <tr> <td>Maths</td> <td>75%</td> <td>-</td> </tr> <tr> <td>RWM Combined</td> <td>50%</td> <td>25%</td> </tr> </tbody> </table> <p>The Cambridgeshire and National results for FSM for KS2 2017 were as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>Camb</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>RWM combined at age expected level</td> <td>26.5%</td> <td>41.9%</td> </tr> </tbody> </table> <p>As can be seen here we believe that the impact of the work done in regards to the booster support provided, enabled FSM children to succeed above the Cambridgeshire and national levels for Reading, Writing and Maths combined.</p>		Age Exp	Greater depth	Reading	100%	25%	Writing	50%	-	Maths	75%	-	RWM Combined	50%	25%		Camb	Nat	RWM combined at age expected level	26.5%	41.9%
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<p>'Eat and Learn' – Early morning small group, tutored sessions focusing on Reading and specific targets for children.</p>	<p>£2,500</p>	<p>By providing children with pre-learning on a daily basis they should be able to access more of the curriculum and at a higher level of pitch. In addition, in order for knowledge to become embedded so that it is retained and can be applied by a child, they require frequent practise and consolidation. Eat N Learn runs from 8.30 – 8.55 every day. The children who take part need to make accelerated progress to move to, or at least much nearer to, age-related expectations.</p> <p>In January 2017, Eat and Learn was expanded to include 17 children and then expanded again at February half term to include 21. Extra staff in were put in place and additional set up time given to staff for each morning.</p> <p>The additional provision provided the following:</p> <p>YR6 – Additional reading time (that children are not always getting at home), access to Accelerated Reader to carry out additional reading quizzes each day. Access to Skoolbo website</p>	<p>In March 2017, the expanded Eat and Learn sessions showed the following progress:</p> <p>12 KS2 children taking part in additional reading during Eat and Learn. Reading comprehension tests were taken in January 2017 and then again at the end of term in March 2017. On average, children have increased their assessed reading age by 6 months over this period. This shows good accelerated progress in reading. 2 children have increased their reading age by over 1 year during this term.</p> <p>KS1 children taking part in additional reading during Eat and Learn, do not take part in the on line comprehension assessments. However, part of the aim is to enable children to read more each week. Analysis of data shows that children in KS1 attending Eat and Learn, have more than doubled the amount of books they are reading a week since starting the sessions in January 2017.</p>	<p>Impact on reading for FSM children:</p> <table border="1" data-bbox="1541 209 2125 328"> <thead> <tr> <th></th> <th>Age Exp</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>KS2</td> <td>100%</td> <td>25%</td> </tr> <tr> <td>KS1</td> <td>75%</td> <td>25%</td> </tr> </tbody> </table> <p>Impact on FSM children on phonics in Yr1 / Y2 retake:</p> <table border="1" data-bbox="1541 480 2036 596"> <thead> <tr> <th></th> <th>Pass</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>100%</td> </tr> <tr> <td>Year 2 retake</td> <td>100%</td> </tr> </tbody> </table> <p>Children who were regularly attending Eat and Learn were able to receive further 1:1 support with reading. This allowed children to make accelerated progress within reading and in phonics.</p>		Age Exp	GD	KS2	100%	25%	KS1	75%	25%		Pass	Year 1	100%	Year 2 retake	100%
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		<p>for additional literacy and maths games and practice quizzes (particularly useful for children with little or no computer access at home)</p> <p>The majority of children in the other year groups are having additional reading time given to them during eat and learn. They can access lap tops and ipads to take Accelerated reading quizzes.</p>		
Accelerated Reader	£1500	<p>Accelerated Reader scheme introduced across whole school during the course of the year. Initially starting in KS1 from September 2016 then 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>	Impact of Accelerated Reader scheme is highlighted above.	<p>The Accelerated Reader program in school allowed teaching staff to targets specific children, ensuring that the amount of books they were reading each week increased and was in line with other children.</p> <p>Feedback from pupil voice reported that children liked the Accelerated Reader scheme as it allowed them to read a wider range of titles that the children found more interesting. This helped children to become more engaged in their reading.</p> <p>The ability to test comprehension of children's reading on a regular basis was essential in being able to move children on in regards to their reading.</p>
Additional ICT equipment	£3,500	Additional laptops and tablets purchased for the school to specifically help children access the new Accelerated Reading scheme, Skoolbo (Additional learning website), Supporting literacy and topic work in KS2.	<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 trailed in yr5 to encourage children who have difficulties with</p>	The additional lap tops and ICT equipment purchased at the school allowed children to access the reading scheme and the Skoolbo leaning website, both during the day and during 'Eat and Learn' .

			<p>writing, to produce work where the focus is on content and not handwriting and spelling.</p> <p>Feedback from teacher within yr5 is that children are more willing to participate in longer writing tasks. Additional plans to develop this, is to provide more opportunities for children to use laptops and to provide additional support with typing and keyboard skills to develop typing speed.</p>	<p>Children engaging with Skoolbo every morning before school have made better than average progress in Maths, particularly within KS2.</p>									
<p>Additional books to enhance reading scheme and to appeal to reluctant readers.</p>	<p>£500</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>A total of 600 additional titles have been purchased since September 2017 to ensure there is a greater range of titles for children to read from.</p> <p>Discussions between staff and pupils have enabled the purchasing of ranges of books from specific authors to encourage reluctant readers. Feedback from teachers has shown that reluctant readers are often choosing a particular author or range of books that interests them and that due to the new purchases, they are more inspired to read. This is now becoming more evident in the Accelerated Reader data outlined above.</p>	<p>Pupil Voice and parent feedback demonstrates that the increase in the number of books available in school on the Accelerated Reader scheme, has allowed a more varied range of text being available in school.</p> <p>This has had a direct impact on reading results for FSM children across the school.</p>									
<p>Maths resources</p>	<p>£700</p>	<p>The school has changed their approach to teaching maths to enable a more holistic approach to the teaching of the subject allowing for more discussion around mathematical concepts. Following an internal audit, this has been supported with the purchase of additional maths resources to enhance teaching and learning and to provide more support.</p>	<p>New resources were introduced in class in February to coincide with the changes in maths delivery across the school.</p> <p>The Spring term data has generally shown an increase in children progress in maths. This is particularly so in years 1 and 6 where Pupil Premium progress in maths has been assessed as <i>'Very Strong'</i> and within years 2 and 5 as <i>'Good Progress'</i> (data taken from Herts for Learning Assessment monitoring scheme)</p>	<p>Impact on maths for FSM children:</p> <table border="1"> <thead> <tr> <th></th> <th>Age Exp</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>KS2</td> <td>75%</td> <td>0%</td> </tr> <tr> <td>KS1</td> <td>50%</td> <td>25%</td> </tr> </tbody> </table>		Age Exp	GD	KS2	75%	0%	KS1	50%	25%
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Sensory Circuits	£900	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>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>	Teaching staff have fed back that children taking part in Sensory Circuits have arrived in class more focused and ready to learn.
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.	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 Fruit and Milk is also offered during the Eat and Learn sessions in the morning for all children. This supplements children's breakfasts.	<p>Children enjoy 'snack time'. This has often been used by staff in the development of children's social and emotional development.</p> <p>This is a key time where children come together and share a 'quiet time' to have stories read to them, play mental maths games or take part in class discussions.</p> <p>Children work hard at St Annes and the snack time provides an opportunity to ensure that their energy levels do not fall during the morning. It provides at least one of the children's '5 a day' which contributes to healthy physical development and helps to promote a healthy diet.</p>
School trips and residential	£1000	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>75% of the children in year 6 who receive pupil premium, took part in the residential trip to Belchamps in Essex.</p> <p>Children across the school have been able to take part in school trips such as visits to Duxford air museum, visits to local parks and Mountfitchet Castle.</p>	<p>All children who wished to, were able to take part in school trips and activities. These helps the school to provide rich and diverse educational experiences that contribute to children's learning.</p> <p>In particular regards to the year 6 residential, children are challenged to take part in new</p>

		Where school trips are arranged, parents and carers are asked for donations towards the costs. 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>experiences whilst being supported in a safe and nurturing environment. This helps to build self-esteem, confidence and resilience.</p> <p>Many of the activities involve team working that helps to promote friendship groups and develop an understanding of other people's needs. This ensures that children's social and emotional development grows and contributes to the 'whole child' and not just academic levels or achievement.</p>
Access to extra school activities	£600	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.	Pupil Premium funding has helped to provide access to afterschool clubs for 5 children. This will be built upon in the future ensuring that parents are fully aware of the entitlement and opportunities offered.	<p>No child at the school is hindered in taking part in extracurricular school activities due to financial reasons.</p> <p>The school offers a range of sporting activities at lunchtime and after school which helps to promote social emotional skills, building a sense of community and helps to keep children healthy.</p>
Pastoral support / counselling	£1500	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.	43% of pupil premium children have accessed Pastoral support / counselling so far this academic year.	<p>Pastoral support has included:</p> <ul style="list-style-type: none"> - 1:1 play therapy sessions - 1:1 counselling sessions - Social emotional skills delivered in small groups. - Regular 'check in' with specific children to help them through difficult times. - Help and support children resolve difficulties. <p>The impact of this support is difficult to evidence. However, attendance at school is good, at 96.6% (July 2017).</p> <p>A new system for recording behaviour incidents across the school was put in place in January 2017. The work of the Pastoral leader helps to support children in regards to behaviour.</p>

				Behaviour incidents have decreased throughout the year.						
				<table border="1"> <tr> <td colspan="2">Number of Level 4 incidents recorded:</td> </tr> <tr> <td>January 2017 – March 2017 (Spring term)</td> <td>16 - level 4 incidents</td> </tr> <tr> <td>April 2017 – July 17 (Summer term)</td> <td>13 – level 4 incidents</td> </tr> </table>	Number of Level 4 incidents recorded:		January 2017 – March 2017 (Spring term)	16 - level 4 incidents	April 2017 – July 17 (Summer term)	13 – level 4 incidents
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Staff training	£1000	Whole staff training took place at Easter focussing upon Dyslexia awareness and Expanded Rehearsal Technique (ERT) to support children with working memory and dyslexic tendencies.	Impact of this was not able to be measured at the writing of this report as there has not been enough time to monitor. However, all class teachers have identified children in their class that would benefit from ERT and have put in place provision using class TA's for the Summer term. Impact will be monitored at half term and again at the end of the year.	ERT was in place in the final term within year 5. No FSM children were targeted at this time. So impact of this training cannot be seen this year. However, staff have been encouraged to put in place the ERT program across the school during the new academic year. Monitoring of this will be in place and a clearer picture of impact will be achieved by October 2017.						
Total:	£32,792									