

PUPIL PREMIUM EXPENDITURE STATEMENT 2016-2017

Background to the Pupil Premium

The Pupil Premium is a government grant which is allocated to schools based on the number of pupils on roll who are either: looked after children, children of service personnel, children registered for free school meals or children who have been registered for free school meals within the last 6 years.

The grant was introduced in 2011 and the amount allocated per pupil has risen from approximately £488 in 2011 to £1,320 (year groups reception to year 6) in 2016-17. St Anne's receives £179,707.00 for the financial year 2016-17. The purpose of the grant is to support schools in 'narrowing the gap' and ensuring that children who may be disadvantaged achieve and attain in line with their peers. An enhanced Pupil Premium Plus was introduced in April 2014 for the following categories: Looked After Children, children adopted from care, children that have left care under a Special Guardianship or Residence Order.

In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals (FSM) will be socially disadvantaged. We also recognise that not all children who are social disadvantaged are registered or qualify for FSM. The school therefore allocates the Pupil Premium Funding to support any child or group of children we have identified as being socially disadvantaged.

Our rationale:

At St Anne's we have high aspirations and ambitions for all our pupils. We believe that no child should be left behind. We are proud of both the high expectations we have of our pupils and of our determination to ensure there will be no significant gap between the progress of our Pupil Premium and other pupils. This is the result of our determination to ensure that all our pupils are given every chance to realise their full potential through a programme of support delivered through and beyond the timetabled curriculum, exploring life and social skills pertinent to our cohort and to help equip our pupils for later life.

The School intends to continue to narrow the achievement gap between our Pupil Premium and other pupils. Our rationale is informed by our own evaluative practice based currently on Key Stage data. As such, our allocation of the Pupil Premium grant is based on evidence that pupils from socially disadvantaged backgrounds:

- benefit from enhanced access to opportunities for problem solving and developing creativity;
- achieve more as a result of effective, personalised feedback both in written and spoken form;
- benefit from smaller class sizes, or where possible increased pupils/adult ratios;
- achieve and attain as a result of personalised support rather than generalised strategy;
- benefit from explicitly being taught meta-cognition, reflective and self-regulating skills.

<https://educationendowmentfoundation.org.uk/toolkit/>

Between April 2015 and March 2016 St. Anne's received £195,741.90 in Pupil Premium funding. This was spent in accordance with last year's published plans, funding a large amount of resources for all its pupils in order to ensure that all pupils thrived and were supported in their progress. In addition to enrichment activities, interventions and academic or pastoral support, the Pupil Premium Grant was spent in accordance with last year's published plans. Measures we put in place have an impact on the learning of children of all abilities, including those in receipt of Pupil Premium.

Review of Expenditure (2015-2016)

- PP Grant allocation: £195,741.90

Interventions provided

- Subsidised Breakfast Club for ensuring a healthy start to the school day for disadvantaged pupils.
- Small group work in targeted Year groups with an experienced teacher and teaching assistants, focused on developing disadvantaged but able children.
- Additional support for narrowing the gap in core learning skills at KS2.
- Additional learning resources to help narrow the gap in Maths and English for disadvantaged pupils.
- Speech & language therapy and additional SaLT Learning Support Assistant.
- Additional behaviour support for vulnerable Year 3 class.
- Art/Drama Therapy to support pupils with social, emotional and behavioural difficulties.
- Available financial assistance for extra-curricular activities – music tuition, school clubs, trips and visits.
- Financial assistance for the school Orchestra.
- Additional funding for the Summer Enrichment Programme to develop the cultural experiences for disadvantaged pupils.
- Year 6 booster classes (Reading/Writing/Maths) ran from January 2016.
- Reading support for disadvantaged children working below the expected standard in KS2 provided by non-class-based staff.
- Learning Mentor pastoral interventions to support pupil's social, emotional and emotional health needs (15 children plus in-class support for Years 2-6).

Impact of the interventions

Children who achieved age related expectations or above at the end of Year 2:

	Reading	Writing	Maths
National non-disadvantaged (other)	78%	70%	77%
St. Anne's disadvantaged	69%	88%	75%
St. Anne's non-disadvantaged (other)	80%	80%	80%

As you can see from the table above:

- Our school:
 - Although disadvantaged children are below non-disadvantaged in **reading** (-11%), this group outperformed our non-disadvantaged pupils in **writing** by +8% and the two groups are broadly in line for **maths** (-5%).
- Compared to National (non-disadvantaged):
 - Disadvantaged pupils at St. Anne's are below National for **reading** (-9%), however, they are above National for **writing** (+18%) and in line with National for **maths** (-2%).

Children who achieved age related expectations or above at the end of Year 6:

	Reading	Writing	Maths
National non-disadvantaged (other)	71%	79%	75%
St. Anne's disadvantaged	45%	64%	64%
St. Anne's non-disadvantaged (other)	50%	63%	81%

As you can see from the table above:

- Our school:
 - Although our disadvantaged pupils are broadly in line with our non-disadvantaged pupils for **reading** (-5%) and in line for **writing** (1%) they were outperformed by our non-disadvantaged pupils in **maths** by 17%.
- Compared to National (non-disadvantaged):
 - Disadvantaged pupils at St. Anne's are below National disadvantaged for **reading** (-26%), **writing** (-15%) and **Maths** (11%).

Narrowing the gap

The evidence suggests that the interventions put in place have had an impact in narrowing the gap between disadvantaged and non-disadvantaged children in our school.

KS1 (Year 2)

- The gap between these two groups was reduced from 19% to 11% **in reading**.
- **In writing**, non-disadvantaged pupils were performing better than our disadvantaged pupils by 4%. By the end of the academic year, our disadvantaged pupils outperformed our non-disadvantaged by 2%.
- **In maths**, the gap between non-disadvantaged pupils and disadvantaged pupils was reduced from 14% to 6%.

KS2 (Year 6)

- **In reading**, the 3% gap was closed so both disadvantaged and non-disadvantaged pupils performed equally well by the end of the academic year.
- **In writing**, non-disadvantaged pupils outperformed our disadvantaged pupils by 1%. By the end of the academic year, our disadvantaged pupils performed better than our non-disadvantaged by 8%.
- **Maths** is the only area where the gap was not narrowed. It increased from 2% to 11% by the end of the academic year.

Main barriers to educational achievement faced by our PP pupils

Limited access to conversational language at home: Limited access to language and poor literacy levels hinder some children with lessons and instructions in the classroom. This could be due to English being a second language for these pupils or possibly their background and lack of access to resources such as the internet which plays a big part in their ability to learn. Parents who do not speak English find hard supporting their children with their reading and homework at home. The lack of conversational language some children experience at home has an impact on the development of language and vocabulary acquisition.

Poor attendance: A whole school have a target of 98% attendance. 55 % of the school are not making this target and of that 55 %, 19 % of them are PP (44 PP children in total). Poor attendance reduces the hours the children spend in school and causes them, on average, to fall behind.

Low aspirations / low expectations: Pupils often don't tend to put as much effort or strive to do as much work as they could in the classroom, which will not enhance their learning, going through the mechanics of learning but not retaining information. Disadvantaged parents and their social networks can lack the experience and knowledge to help and motivate their children.

Narrow experience of life outside school: Narrow experience of life outside school can hinder pupil's comprehension skills and have a negative effect in their writing to limit.

Planned PP expenditure (2016-2017)

PP Grant allocation: £179,707.00

- Two Learning Support Assistants deliver specific Speech and Language interventions.
- Additional 1:1 support for vulnerable Year 4 class.
- Additional funding for the Summer Enrichment Programme to develop the cultural experiences for disadvantaged pupils.
- Year 6 booster classes for Reading (running from the Autumn term) and Writing/Maths (to run from January 2016).
- Financial assistance available for extra-curricular activities – music tuition, school clubs, trips and visits.
- Small group work in targeted intervention for pupils in one year 4 class delivered by a highly skilled and experienced teacher, focused on developing disadvantaged children.
- Maths and English subject leaders to provide all pupils in Yr 6 with high quality teaching which will contribute to closing the gap between average and disadvantaged students.
- Reading support for disadvantaged children in KS2 provided by non-class-based staff.
- Targeted intervention for disadvantaged pupils in Yr 3, 4 and 5, for reading and maths.
- Targeted intervention for disadvantaged EAL pupils in KS2, focused on the development of their language skills and competence in the English language.

Date of the next review of the school's PP strategy: September 2017