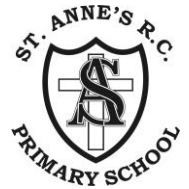




PUPIL PREMIUM EXPENDITURE STATEMENT 2017-2018



Background to the Pupil Premium

The Pupil Premium grant is additional government funding allocated to publicly funded 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 purpose of this grant is to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

In the 2016 to 2017 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11
- Schools will receive £1,900 for any pupil identified in the January 2016 school census or the alternative provision census as having left local-authority care as a result of one of the following: adoption, a special guardianship order, a child arrangements order (previously known as a residence order), who has been in local-authority care for 1 day or more or recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care)

St Anne's receives £166,320.00 for the financial year 2017-18. 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.

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 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 and 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. It is our ambition 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 their 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 increased adult/pupils ratios;
- achieve and attain as a result of personalised support rather than generalised strategy;
- benefit from explicitly being taught reflective and self-regulating skills.

Review of Expenditure (2016-2017)

Between April 2016 and March 2017 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. Measures we put in place have an impact on the learning of children of all abilities, including those in receipt of Pupil Premium.

Interventions provided

- Two Learning Support Assistants deliver specific Speech and Language interventions in EYFS, KS1 and KS2.
- 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 providing all pupils in Yr 6 with high quality teaching which would contribute to closing the gap between average and disadvantaged students.
- Reading support for disadvantaged children in KS2.
- Targeted intervention for disadvantaged EAL pupils in Yr 6 and Reception, focused on the development of their language skills and competence in the English language.
- Targeted reading intervention for Yr 3 and Yr 4 disadvantaged pupils who were not at ARE focused on reading comprehension strategies.
- Targeted maths intervention for most able disadvantaged pupils in Yr 4 and Yr 5 focused on developing skills in problem solving and maths investigations.

Impact of the interventions

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

	Reading	Writing	Maths
National disadvantaged	79%	72%	79%
St. Anne's disadvantaged	53%	60%	60%
Lambeth disadvantaged	68%	62%	69%

Closing the gap in KS1

(Disadvantaged vs non-disadvantaged pupils at ARE or above)

	Reading				Writing				Maths			
	Dis	Non-Dis	Gap	All	Dis	Non-Dis	Gap	All	Dis	Non-Dis	Gap	All
Yr 2 (Sept 2016)	54%	82%	-28	75%	54%	75%	-21	70%	54%	80%	-26	74%
Y2 (Jul 2017)	57%	75%	-18	67%	64%	73%	-9	71%	57%	80%	-23	74%

As you can see from the table above:

- In reading, the gap between disadvantaged and non-disadvantaged has been reduced by 10%.
- In writing, the gap between disadvantaged and non-disadvantaged has been reduced by 12%.
- In maths, after being reduced by 3%, the gap has been closed.

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

	Reading	Writing	Maths
National disadvantaged (All)	77%	81%	80%
St. Anne's disadvantaged	50%	62%	69%
Lambeth disadvantaged	71%	77%	74%

Closing the gap in KS2

(Comparison of disadvantaged and non-disadvantaged pupils at ARE or above)

	Reading				Writing				Maths			
	Dis	Non-Dis	Gap	All	Dis	Non-Dis	Gap	All	Dis	Non-Dis	Gap	All
Yr 6 (Sept 2016)	40%	63%	-23	53%	36%	63%	-27	51%	44%	57%	-13	51%
Y6 (Jul 2017)	62%	69%	-7	66%	62%	76%	-14	69%	58%	76%	-18	67%

As you can see from the table above:

- In reading, the gap between disadvantaged and non-disadvantaged has been reduced by 16%.
- In writing, the gap between disadvantaged and non-disadvantaged has been reduced by 14%.
- In maths, the gap has slightly increased by 5%. Despite this, the number of disadvantaged pupils achieving the expected standard or above has increased by 14%.

Summary of main barriers to educational achievement faced by our disadvantaged pupils

- Low reading skills
- Low writing skills
- Low mathematical skills
- Low self esteem
- Low aspirations
- Low expectations
- Social interactions
- Attendance
- Lack of family support
- Limited cultural experiences

Planned PP expenditure (2017-2018)

PP Grant allocation: £166,320.00

Strategy	Intended Outcome
Bespoke interventions and additional support for pupils below ARE in Reading, Writing and Maths in KS1 and KS2.	Progress of disadvantaged pupils will be maximised and attainment gaps between these pupils and their peers will be reduced in reading, writing and maths.
EAL project: Specific EAL intervention for targeted disadvantaged pupils in Yr 6.	Targeted pupils will develop their knowledge of English grammar, increase their vocabulary and develop reading comprehension skills.
Family reading sessions for our disadvantaged pupils in Reception delivered by a highly skilled and experienced teacher.	Targeted disadvantaged pupils in Reception will expand vocabulary and enjoyment of reading and parents will be showed how they can help their children develop the language at home.

After school clubs for disadvantaged pupils.	Disadvantaged pupils will have access to enrichment opportunities through art, music and sports. This will contribute towards diminishing inequalities between these pupils and their peers.
Pastoral support – Learning Mentor	Pupils will develop self-confidence and self-esteem in as well as their social skills and develop resilience.
Speech and Language therapy	Targeted pupils will overcome or make progress towards overcoming barriers and/or difficulties in communication.
2 Beanstalk readers for Yr 1 and 2 disadvantaged pupils.	Targeted disadvantaged pupils in Yr 1 and Yr 2 will make outstanding progress in reading.
Additional funding for the Summer Enrichment Programme to develop the cultural experiences for disadvantaged pupils.	Disadvantaged pupils will have the opportunity to access an enriched and enhanced curriculum.
Financial assistance available for extra-curricular activities – music tuition, school clubs, trips and visits.	
Maths intervention for pupils in Yr 5 & 6 delivered by a highly experienced member of support staff.	Progress for targeted pupils in Yr 5 and Yr 6 will be maximised, making outstanding progress in reading and writing.
Year 5/6 booster classes for Reading (running from the Autumn term) and Writing/Maths (to run from January 2017).	
TA Grammar/Punctuation/Spelling intervention.	
Specialist teacher delivering weekly reading, writing and maths intervention for targeted Yr 5 pupils.	
Headteacher delivering weekly reading intervention for Yr 5 pupils.	
SEN teacher delivering daily bespoke intervention for disadvantaged pupils with SEN in Yr 5/6 (reading, writing and maths).	Targeted disadvantaged pupils in Yr 5 and Yr 6 with SEN will make expected or better than expected progress from their starting points in reading, writing and maths.
FSM children going on residential trips receive financial assistance of £5 per day for the cost of meals.	This contributes towards diminishing inequalities between these pupils and their peers as it ensure that disadvantaged pupils can afford to access educational and end of year trips.

Financial assistance available for Yr 5 residential trip to Lincolnsfield centre.	Disadvantaged pupils have the opportunity to experience a unique hands-on insight into life in wartime Britain.
Financial assistance available for Yr 6 residential trip to Lincolnsfield centre.	This contributes towards diminishing inequalities between these pupils and their peers as it ensure that disadvantaged pupils can attend the school end of year trip.

Date of the next review of the school's PP strategy: September 2018