



Pupil Premium Report for 2015-16

In January 2015 we put together a three year Pupil Premium action plan to ensure that the money provided for our children eligible for pupil premium grant is spent to secure the best possible opportunities for the individuals concerned. This action plan was put together by the Head Teacher (HT), School Business Manager (SBM), Pupil Premium Champion (PPC) and the Pupil Premium Champion Governor (PPCG) to show how the Pupil Premium Grant (PPG) would be allocated during the academic years 2015/17. In reaching our decisions as to how the funding will be allocated we have read several documents including:

<https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

We have also referred to <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>

This report identifies the seven key areas we focussed upon and the impact of the funding for the academic year 2015-16. It has been written with an awareness of data protection and the importance of not being able to identify any individuals.

Block One – Whole school ethos of attainment for all

EYFS - 77% achieved a good level of development (GLD) compared with 66% nationally in 2015. PPG: 5 children, GLD 40% (i.e. 2 out of 5, however, 2 of these children were also on our SEND register).

Phonics - 96% Year One children achieved expected standard compared with 81% nationally in 2016. 100% PPG children achieved the expected standard. (6/6)

100% Y2 children met expected standard compared with 91% nationally in 2016. Obviously therefore 100% PPG children met the expected standard (3/3)

Key Stage One	Reading secure	Reading higher	Writing secure	Writing higher	Maths secure	Maths higher
St Anne's overall	77%	33%	77%	13%	83%	20%
PPG (5)	60%	40%	60%	20%	60%	0%
Non PPG (25)	80%	32%	80%	12%	88%	24%
Nationally overall	74%	24%	65%	13%	73%	18%
North Somerset	77%	30%	67%	14.5%	76%	20%

Key Stage Two	Reading secure +	Reading high	Writing secure+	Writing greater depth	Maths secure+	Maths high
St Anne's	79%	32%	84%	26%	74%	26%
PPG (6)	83%	0%	67%	0%	67%	0%
Non PPG (13)	92%	38%	92%	38%	67%	38%
Nationally	66%	19%	74%	15%	70%	17%
North Somerset	70%		76%	15%	69%	

Year Four	Reading secure+	Reading high	Writing secure+	Writing greater depth	Maths secure+	Maths high
St Anne's	93%	34%	76%	26%	79%	21%
PPG (5)	80%	20%	20%	0%	40%	0%
Non PPG (24)	96%	38%	88%	0%	88%	25%

% children at age-related expectation (ARE) in Reading Writing and Maths		% children achieving a high score in Reading, Writing and Maths
St Anne's	58%	21%
PPG	33%	0%
Non-PPG	69%	31%
Nationally	53%	5%

Building Block 2

Addressing behaviour and attendance 2015-2016

Class	All	PPG	Non-PPG
Busy Bees @H		85.27%	94.61%
Y1 @ H	94.04%	86.52%	95.48%
Y2 @ H	96.41%	97.17%	96.3%
Y3 @ H	93.62%	85.63%	95.51%
Y4 @ H	94.76%	85.85%	96.84%
Y5 @ H	93.21%	72.63%	95.5%
Y6 @ H	96.22%	93.63%	97.15%
Busy Bees @WW	95.7%	96.64%	95.67%
Y1 @ WW	95.0%	97.11%	94.86%
Overall	94.72%	88.9%	95.79%

- Employment of full-time learning mentor who is also our Pupil Premium champion has led to a greater awareness of the needs of individual children. This has enabled us to address these needs and where possible target support (i.e. one child accessing free violin tuition from one of our Governors wives, children joining outside of school sports clubs following their interests.) Daily discussions with families on the school gate ensure that any issues are quickly addressed and parents feel that their views are valued and taken seriously. PPG Report (January 2016) identifies that "Personal development, behaviour and welfare is a strength of the school enhanced by the skill and expertise of the Learning Mentor".
- SIAMS March 2016 "The positive ethos of the school encourages all groups' attendance".

- PPG report (Jan 2016) “the PP children are given every opportunity to reflect on their learning and their general well-being”.
- Investigated opening a breakfast club at Hewish although at present there is not enough demand to make this financially viable
- Well-targeted support is provided by our attendance officer who works closely with families, the Head Teacher and the Education welfare officer. This has led to significant improvements in attendance from some pupils. Increased office capacity in Term3 led to our attendance officer being able to establish a clear system for recording attendance for all groups and develop positive relationships with families aimed at improving current attendance for specific individuals

Building Block Three

High quality teaching for all

- Weekly CPD for support staff has led to a greater understanding of learning styles and effective pedagogy thereby enabling all support staff to better support learning for all children
- A clear and robust performance management system which involves all staff includes discussions about pupil eligible for the pupil premium grant and identifies any barriers to success and ways of overcoming these
- AS a result of improved communication all class teachers are aware of who their PPG children are and are able to take responsibility for accelerating their progress
- A clear expectation from all that ‘everybody can and will achieve’ through a strong commitment to a learning without limits pedagogy
- SIAMS report March 2016 “Inclusive practices celebrate diversity and equality”.

Building Block Four

Meeting individual learning needs

- Daily ‘milk and me’ time for all PPG children led to children knowing that they had somebody they could talk to and who believed in them. This regularly led to targeted emotional health and well-being support from our PPG champion as issues were identified early.
- 21 PPG children accessed extra-curricular opportunities as a result of individual conferencing identifying needs and money made available to provide financial assistance. This led to children feeling more confident to come to school and to be part of their crew!

- 4 children were given school uniform and/or a book bag. They said that this made them feel part of the whole school community.
- 7/22 (32%) PPG children participated in the Improving reading scheme. 6 graduated and are able to access the whole curriculum more effectively as a result of their increased reading ability.
- One to one conferencing of all PPG children led to early identification of need and any barriers to learning. Where possible these barriers were removed and children and parents reported feeling more confident.
- SIAMS report March 2016 “Systems to track pupil progress highlight individuals that may be struggling. This triggers effective, targetted support ...so that by the time they leave the school pupils are at least in line and many are above national targets”

Building Block Five

Deploying staff effectively

- Pre-learning opportunities offered to Year Two in Term One and Year Six from Term Two onwards, with a clear focus upon PPG children led to increased attainment for PPG children at the end of each key stage.
- Effective pre and over learning for children in Year Two and Year One re phonics led to 100% reaching required standard in Year Two and 96% in Year One.
- Quality over learning opportunities for Key Stage One and Upper Key Stage Two children led to increased attainment at the end of each key stage.

Building Block Six

Data driven and responding to evidence

- Use of new data tracking system in September 2015 has led to increased ownership and accountability from all teachers for all students including PPG children leading to a rising of standards of attainment across the school.
- All Year Two children took part in a series of planned forest school activities. This led to a greater engagement amongst this cohort. The effectiveness of utilising the same adult to support with Forest School as in pre and over learning opportunities led to a mutual trust and desire to succeed.
- Impact of completing PPG children written feedback first is that teachers are able to identify where support is needed and implement strategies for our most vulnerable children.

Building Block Seven

Clear, responsive leadership

- Leadership request for an external Pupil Premium review in January 2016 identified “the leadership and management of PPG is highly effective”. And “ St Anne’s have put in place a range of well researched and carefully monitored structures and strategies to enhance the experience of the PP children and to close the gap in their learning”.
- All subject leaders are aware of the importance of Pupil Premium children in their planning and impact reports. This has been particularly evidenced in English and Maths monitoring.
- PPG champion in role as of January 2015. Impact is that every PPG has a clearly identified All About Me folder showing evidence of achievements. Children and parents are aware of extra-curricular activities on offer. Families are given support in completing Free School meal applications.
- PPG Governor also in place. Liaison with PPG champion has led to further involvement of all staff in contributing to All About Me folder. Feedback to Teaching, Learning and Ethos meetings has been more frequent and is a standing item on all meetings from September 2016.
- Use of the Sutton Trust website has enabled the leadership team to allocate funding to the activities that were most likely to have an impact upon improving achievement

Aims to further improve for 2016-17

- Clearly identify the specific barriers to learning that PPG children at St Anne’s face and target money even more effectively (**Use of All About Me folders**)
- Increase support offered to Year 3 and 4 children in relation to over learning opportunities (**1 pm for Y3 and 2 pm for Y4 initially**)
- Further develop the role of the PPG Governor to play an even greater part in the decision making and evaluation process (**Termly monitoring meet with PPG champion to review and update action plan**)
- Continue to train all our staff in the most effective pedagogical ideas to maximise the learning opportunities for all (**Ongoing**)
- Link the Pupil Premium Champion and Traveller Support role to maximise effectiveness and target support more individually(**From Term 1**)
- Monitor even more closely through work sampling and pupil dialogue the impact of provision constantly looking to improve upon current thinking
- Ensure that more of our PPG children achieve mastery in Reading, Writing and Maths by the end of KS2 (**check through PPM**)