

St Anselm's pupil premium strategy 2018-2019

SUMMARY INFORMATION

Date of most recent pupil premium review:	November 2018	Date of next pupil premium review:	September 2019
Total number of pupils:	420	Total pupil premium budget:	£38,060
Number of pupils eligible for pupil premium:	27	Amount of pupil premium received per child:	£1,320 for FSM £2,300 for LAC and Adopted £300 for service families

STRATEGY STATEMENT

The Government introduced the Pupil Premium Grant (PPG) in April 2011. This grant is additional to main school funding. The Pupil Premium Grant is perceived by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The PPG allocated to schools is clearly identifiable. Schools decide how the Pupil Premium Grant is spent, since they understand how best to assess what additional provision should be made for the individual pupils within their school. PPG is allocated to schools to support pupils who have been registered for free school meals at any point in the last six years. Schools also receive a Pupil Premium Grant for children who have been looked after continuously for more than six months, and children of service personnel.

At St Anselm's, we believe that children learn best when they feel happy, secure and well cared for, therefore our first priority is the provision of strong pastoral care in a nurturing environment. We aim to develop in our children a passion and love of learning by providing an enriched, broad and balanced curriculum; that delivers a high quality, inclusive education for all, so that each may reach their full potential. Inclusion at St Anselm's ensures that Teaching and Learning meets the needs of all pupils. The needs of socially disadvantaged pupils are effectively assessed and appropriate provision is made for pupils who belong to vulnerable groups. Rigorous tracking and monitoring of pupils' progress identifies the priority for individuals or groups to receive extra provision funded by the pupil premium to help them achieve age related expectations or better. Vulnerable pupils with social and emotional needs are supported to improve their health and wellbeing, thereby removing barriers to learning and consequently fuller access to curriculum provision. It is our aim to ensure that vulnerable pupils similarly have access to a variety of enrichment activities such as the arts and extra physical activities funded from the pupil premium grant so that they too can develop their talents to the full.

Assessment information 2017-2018

EYFS			
	All pupils (60)	PP (1)	National average
Good level of development (GLD)	77%	100%	72%
Reading	88%	100%	79%
Writing	82%	100%	77%
Number	85%	100%	82%
Shape	87%	100%	82%

YEAR 1 PHONICS SCREENING CHECK		
All pupils (60)	PP (5)	National average
98%	80%	83%

END OF KS1			
	All pupils (60)	PP (2)	National average
% achieving expected standard or above in reading, writing and maths	91%	100%	-
% making expected progress in reading	94%	100%	75%
% making above expected in reading	44%	25%	26%
% making expected progress in writing	92%	100%	70%
% making above expected in writing	38%	25%	16%

END OF KS1

% making expected progress in maths	92%	100%	76%
% making above expected in maths	41%	0%	22%

END OF KS2

	All pupils (60)	PP (4)	National average
% achieving expected standard or above in reading, writing and maths	92%	67%	64%
% making expected progress in reading	93%	67%	75%
% making above expected in reading	63%	33%	28%
% making expected progress in writing	97%	83%	78%
% making above expected in writing	46%	33%	20%
% making expected progress in maths	98%	100%	76%
% making above expected in maths	49%	33%	24%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	A lower percentage of pupil premium children are achieving above expected in Reading, Writing and Maths in comparison to the cohort.
B	22% of our children eligible for PP also have SEND needs.
C	In EYFS children come in with a range of languages and therefore can struggle with the expectations in speaking and listening.

ADDITIONAL BARRIERS

External barriers

D	Increased social and emotional needs and home pastoral care for some children eligible for pupil premium.
E	To ensure that attendance and punctuality is monitored and tracked and support is put in place if needed.
F	Some children eligible for pupil premium may not have the same opportunities for enrichment activities as their cohort.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To raise the attainment of PP children gaining greater depth so that it is closer to that of their cohort.	To ensure teachers are targeting support for PP children not only to get the expected progress but to gain greater depth if possible. To give additional support to children where it is needed for them to gain greater depth.

B	To give targeted support through extra tuition and small group teaching for children who are eligible for PP, looking particularly at those who have additional SEND needs. To increase the number of PP children with SEN meeting the year group expectations.	Plan and detail support given and offered using SEN and PP support plans. Regularly assess the impact of this support and adapt when needed. To close the gap between PP children with SEN and the cohort.
C	To ensure PP children in EYFS and KS1 reach the expected level in speaking and listening. To ensure all children with PP in EYFS and KS1 are supported to ensure they continue to progress in speaking and listening.	To track speaking and listening in KS1 to ensure children are making the expected progress and are on track for meeting expectations. To plan focused small group activities to develop S&L in these classes and excel progress. To focus on speaking and listening during learning walks and in pupil progress meetings.
D	To ensure that all PP children are emotional and socially ready to learn, providing support when this is needed through enhanced PHSE provision, increased in-class support from the Class Teacher and TA, support from the Wellbeing and Learning mentor, the Drama therapist, or EP. To boost children's self-esteem, assigning each child to a learning mentor. To support any families who have difficulties at home in the best interest of the child.	Children are resilient, settled, happy and ready to learn. Teachers, TAs and Learning mentors work closely with targeted PP children to build their self-esteem and inspire them to be the best they can be, through academic, sporting, musical or other personal achievements. All staff to ensure that additional emotional needs of PP children are identified early and that they have access to increased Teacher and TA support, support from the Wellbeing and Learning mentor and the Drama Therapist, and/or EP if required. Plan and detail support given using PP support plans in collaboration with the SENCO.
E	To narrow the attendance difference between PP children and the school average. To work with parents to make sure PP children are meeting at least the school target attendance of 96.4%	To monitor the attendance of any child eligible of PP and work with parents to ensure they meet the school's attendance target. To raise the attendance of PP children so it is line with their cohort.
F	To ensure PP children have the same opportunities for enrichment activities as their cohort.	To ensure all PP children are offered one or more suitable school enrichment activities.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Quality First Teaching for all	To have excellent teaching throughout the school where teachers have high expectations and learning is differentiated to support and challenge pupils.	Teachers alongside teaching assistants are able to excel learning for all pupil groups, offering smaller group teaching when needed	Termly lesson observations to check teaching is excellent throughout the school. Termly pupil progress meetings will ensure pupils are being tracked and monitored. Assessment monitored half termly.	HLT MLT	Termly observations and pupil progress meetings. Assessment monitored half termly.
Total budgeted cost:					
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Targeted class support for PP children and other groups to progress in speaking and listening, phonics, reading, writing and maths.</p>	<p>CT and support staff provide high quality teaching through in class support- through higher order questioning and differentiated learning activities.</p>	<p>To ensure all children can progress in their learning, CT will identify the children needing more targeted support and offer this during class teaching. Children can then access the learning in a way that is supportive in order to enhance their learning.</p>	<p>Lesson observations will look at the different learning needs and ensure they are met.</p> <p>Termly pupil progress meetings will ensure pupils are being tracked and monitored.</p> <p>Assessment monitored half termly.</p> <p>Provision maps completed termly to track provision given.</p>	<p>HLT MLT</p>	<p>Lesson observations monitor teaching and learning every half term and pupil progress meetings happen termly.</p> <p>Assessment monitored half termly.</p> <p>Provision maps updated termly.</p>
<p>Focused small intervention groups out of class, including: speaking and listening, phonics, reading, writing and maths.</p>	<p>CT and/or support staff provide high quality interventions through smaller, more focused booster groups to progress learning of a focus group.</p>	<p>Small group teaching can enable teachers/ support staff to focus on areas of need to progress learning.</p>	<p>Ensure sessions are well planned and objectives are identified to progress learning.</p> <p>Look at these children in pupil progress meetings and assess the impact it has.</p>	<p>HLT CT</p>	<p>Termly pupil progress meetings.</p> <p>Assessment monitored half termly.</p>

<p>Focused pre-teaching sessions or 1:1 sessions from HLTAs, TAs or SLT, including: reading, writing and maths.</p>	<p>HLTAs and TAs provide high quality, of focused pre-teaching to</p>	<p>Pre-teaching can ensure children who have gaps in their learning, have these areas retaught and recapped and look at the new learning at the pace needed before it is taught in class. This means they are more ready for learning in class.</p>	<p>Ensure sessions are well planned and objectives are identified to progress learning.</p> <p>Look at these children in pupil progress meetings and assess the impact it has.</p>	<p>HLT CT</p>	<p>Termly pupil progress meetings. Assessment monitored half termly.</p>
<p>In school speech and language groups for children with S&L concerns and 1:1 SALT therapy</p>	<p>Improved social communication, improved expressive or receptive language skills</p>	<p>Children with S&L problems are more likely to have poor literacy skills and SEMH (social, emotional mental health) needs, so addressing the S&L difficulties improves outcomes. Improved communication results in better quality of life from improved friendships, relationships and life skills.</p>	<p>School interventions follow approved speech and language programs as recommended by S&L therapist.</p> <p>Work in class done based on recommendations of S&L therapist</p>	<p>JF SENCO SLT</p>	<p>S&L targets are set termly by SALT in collaboration with CT and SENCO and are included on school support plans</p>
<p>In school Drama Therapy for children identified as having significant SEMH (social, emotional and mental health) needs 1:1 with Drama Therapist (CCF)</p>	<p>Improved social, emotional and mental health. Improved resilience, happiness, ability to cope in school and with any difficulties. More appropriate behavior.</p>	<p>Children with Social, Emotional and Mental Health difficulties will not be happy, able to learn or to achieve to their full potential. Sometimes children with SEMH difficulties will struggle with behavior also and there can also be safe-guarding issues.</p>	<p>Appropriate /close contact between therapist, family, CT, SENCO and SLT to ensure that appropriate counselling, strategies and support are given to the child, family and to school staff.</p> <p>Appropriate onward referral if needed e.g. to Harrow Horizons (tier 2 service) and Children and Adolescent mental Health Services (CAMHs – tier 3).</p>	<p>CCF SENCO</p>	<p>Monitored termly and as needed</p>

<p>Wellbeing and Learning Mentor</p> <p>-Supporting targeted pupils 1:1 or small group sessions</p> <p>- In-class learning support for targeted groups.</p>	<p>For identified children to have access to our well-being and learning mentor to raise wellbeing self-esteem and resilience.</p> <p>Increased self confidence can lead to improved attainment.</p>	<p>Improved Mental Health and Well-being is focus in the school (inc in SDP) and children work with the Wellbeing and Learning Mentor to raise wellbeing, self-esteem and resilience.</p> <p>Friendships groups help to develop strategies for dealing with behavior, conflict and resilience.</p> <p>In class support helps to improve confidence and attainment.</p>	<p>Children are identified by CT, SENCO and SLT to work with Well-being and Learning Mentor (WLM). SLT and SENCO assesses the children's needs and allocate slots for the children depending on their needs.</p> <p>JM is a trained counsellor with considerable experience with children with SEMH, bereavement and SEND.</p>	<p>JM</p> <p>SENCO</p> <p>SLT</p>	<p>Termly and as needed</p>
Total budgeted cost:					
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>To run a number of physical education clubs, including: girl's football, running club, boy's football, netball, A&J football, ballet club and Irish dancing.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>Children do not always want to go outside during lunchtime to play so we want to provide a diverse range of additional activities they can join. We want all children to experience a wider range of skills, not always taught within the classroom.</p>	<p>To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.</p>	<p>CJ</p> <p>RS</p> <p>LR</p> <p>CW</p> <p>SB</p> <p>A&J</p>	<p>Termly</p>

<p>To run a number of music clubs, including: Year 2 choir, school band and Year 4/5 choir.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>Children do not always want to go outside during lunchtime to play so we want to provide a diverse range of additional activities they can join. We want all children to experience a wider range of skills, not always taught within the classroom.</p>	<p>To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.</p>	<p>EP</p>	<p>Termly</p>
<p>To run a number of arts clubs, including: KS1 story time, knitting club and art club.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>Children do not always want to go outside during lunchtime to play so we want to provide a diverse range of additional activities they can join. We want all children to experience a wider range of skills, not always taught within the classroom.</p>	<p>To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.</p>	<p>CJ KT / GT GC AC</p>	<p>Termly</p>
<p>To run a computing club.</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>We want to ensure that all children, particularly those who do not have access to a computer at home, are able to use one in school within a club. Computing is very popular and this allows children more time to use the computers outside of the curriculum.</p>	<p>To ensure targeted pupils are offered the club alongside others. To promote clubs well within the school.</p>	<p>T O'F.</p>	<p>Termly</p>
<p>To provide music tuition</p>	<p>For all children to have access to a range of extra-curricular activities which may interest them.</p>	<p>We want children to have an opportunity to learn an instrument if this is of interest to them to enable them to learn new skills, enhance self-esteem and allow them to participate additional school activities.</p>	<p>When teachers are completing the pupil premium provision maps, decide on whether this child would benefit or be interested in learning an instrument.</p>	<p>CT SB</p>	<p>Termly when provision maps are completed</p>

Funding for education trips, including School Journey in Year 6.	Pupils have access to school trips to ensure they have an enriched and diverse curriculum.	Pupils are able to fully participate in the wider curriculum, those planned to enhance the school's curriculum. Social skills, independence, perseverance and team work are developed through participation in group activities and on residential trips,	Identify PP children who may need financial support with these trips and ensure this is offered.	C Tomlinson SB	When trips are organised
Monitor attendance and punctuality regularly	To ensure attendance and punctuality is in line with the school target.	Children can miss learning if their attendance/punctuality is poor which will affect the progress they make.	First day absence reports completed daily, messages check and details added to the register. Text or phone call made to follow up on absences. Late letters given out half termly and termly letters of repeated absences sent.	C Tomlinson	Half termly
Additional learning resources purchased if required (e.g. ipads, spell checkers, revision guides, uniform)	To ensure all PP children have access to learning resources they may need to help with their learning in school.	Pupils are fully supported by learning resources being made available to them such as ipads to complete tasks/games that consolidate learning. To enable the wide range of learning styles to be catered for. For children to feel proud of their uniform.	For class teachers to ensure their classroom learning environment is suitable for the needs to their pupils and order any additional resources required to support targeted children.	CT	Half termly
Total budgeted cost:					