

1. Summary information					
School	St Anne's Catholic Primary			Headteacher: Keri Baylis	
Academic Year	2016/17	Total PP budget	£132,300	Date of most recent PP Review	None since my arrival
Total number of pupils	204 (Oct. census)	Number of pupils eligible for PP	89 43.6% (FSW to check YR)	Date for next internal review of this strategy	To be arranged with Unity

2. Current attainment KS1		
KS2 (18/29 children– 62%)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (nat. av)</i>
% achieving expected standard in reading, writing and maths	62%	53%
% achieving expected standard in reading	71%	66%
% achieving expected standard in writing	61%	74%
% achieving expected standard in maths	94%	70%
% achieving expected standard in spag	71%	72%
Current attainment KS2		
KS1 (17/30 children – 57%)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (nat. av)</i>
% achieving expected standard in reading, writing and maths	65%	
% achieving expected standard in reading	66%	74%
% achieving expected standard in writing	76%	66%
% achieving expected standard in maths	71%	73%

1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	On-entry level is well below age-related developmental milestones	
B.	Low level of basic skills on entry, particularly with reference to PSED	
C.	Speech, communication and language	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low parental skill level	
E.	A large number of EAL parents with a wide range of different languages (50% EAL children – 35% A TO C)	
2. Desired outcomes		Success criteria
<p><i>All desired outcomes are based on forensic data analysis. All desired outcomes are reflected in the school improvement plan and more detail on the 'how' we hope to achieve these outcomes are detailed in that document.</i></p>		
A.	No. of PP children achieving the ELG in reading is at least as high as non-pp children	60% of PP children will reach the expected standard.
B.	All PP children who reached the ELG in R in YR pass the phonics screening test (100% in Y2)	90% of children who reach ELG will pass the screening
C.	The same number of PP children are at age related expectations at the end of each year in reading as their non-pp peers (internal data as well as end of key stage data)	80% of PP are at age-related at the end of each year
D.	The attendance of PP children is in line with other pupils nationally.	PP attendance at or above 96.5%
E.	The identified G&T pp children achieve the higher standard at the end of KS2	Approximately 25% of PP children achieve the higher standard at the end of KS2.

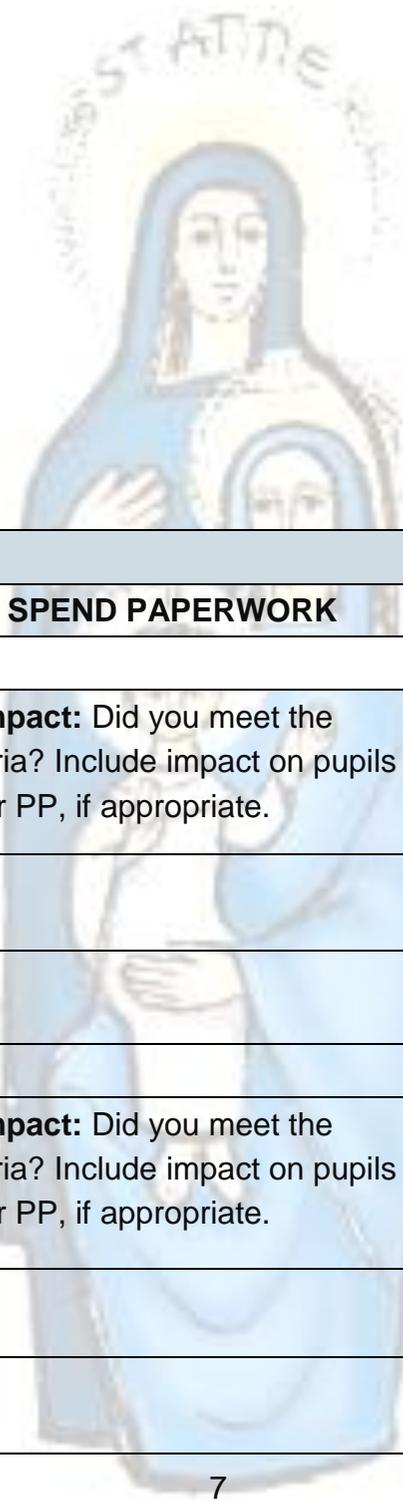
3. Planned expenditure					
Academic year		2016/2017			
In school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
90% of PP children achieving ELG in reading pass phonics screening	<ul style="list-style-type: none"> •Additional TA deployment to support small phonics groups •Release of Lead practitioner to monitor, coach and model high quality phonics sessions 	<ul style="list-style-type: none"> •Early years intervention +5 months •Reducing class size +3 months •Phonics as a basis for learning to read +5 months 	Lead practitioner with expertise in Literacy and phonics, will regularly monitor sessions. A highly skilled TA will work alongside her to carry out the assessments to ensure all children are in the correct groups and are move according to their progress.	Anne-Marie Wear	Continuously and always at the end of each half term to ensure fluidity of groupings
80% of PP children are at age-related at the end of each year	<ul style="list-style-type: none"> •Overt and direct planned opportunities to promote 1:1 reading with PP children •Targeted intervention to support vulnerable children with highly skilled teacher 	<ul style="list-style-type: none"> •1:1 tuition +5 months •Small group tuition +4 months 			

<p>60% of PP children will reach the expected standard in reading (ELG)</p>	<ul style="list-style-type: none"> •Additional adult employed in YR to support small key groups 	<ul style="list-style-type: none"> •Reducing class size +3 months •Early years intervention +5 months 	<p>FS leader to be responsible for the training of the EYFS team in ensuring all key groups are effective. PM targets to be shared and feedback based on observations to be shared regularly.</p>		
Total budgeted cost					£45,655



ii. Targeted support					
Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
The same number of PP children are at age related expectations at the end of each year in reading as their non-pp peers (internal data as well as end of key stage data)	<ul style="list-style-type: none"> •Retain and fully fund school reading recovery teacher •Employ a highly experienced SENDco leader to co-ordinate and oversee ILPs as well as seek professional help and support for identified children 	<ul style="list-style-type: none"> •1:1 tuition +5 months •Reading comprehension strategies +5 months 	Marking for feedback policy is shared with staff and Book looks (every two weeks) will enable SLT to monitor the effectiveness of feedback and give timely advice and support to colleagues. A regular feature of staff PD meetings will be to look at each other's books and share/celebrate good practice.	Bernie McGovern	Continuously, but always at the end of each RR cycle (20 weeks) and BRP cycle (14 weeks)
More able PP children to achieve higher standard at end of KS2	<ul style="list-style-type: none"> •1:1 weekly tuition during afternoons •Encourage and develop the children's ability to self-reflect and evaluate on learning through an updated marking for learning policy 	<ul style="list-style-type: none"> •1:1 tuition +5 months •Effective feedback +8 months 			
Total budgeted cost					£39,149

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To close the attendance gap between PP and no-pp children	<ul style="list-style-type: none"> •Deploy two FSWs to identify and support vulnerable families •Provide walking bus for targeted families •Provide breakfast club for vulnerable families. •Provide crisis intervention support to improve health and well-being of children and their families 	Parental involvement +3 months		KB	
Enrichment activities	<ul style="list-style-type: none"> •WOW days to launch new topics to engage learners •Support for extra-curricular clubs so that all PP attend at least one •PP G&T science after school clubs (Madscience – external provider) •Resources to support trips/residential •Funds to support the '11 by 11' programme in school e.g theatre trip for all, visit to the seaside, learn an instrument etc. (see policy) 	Outdoor learning +3 months Arts participation +2 months			
Total budgeted cost					£47,496



4. Review of expenditure				
Previous Academic Year		SEE PP SPEND PAPERWORK		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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5. Additional detail



In this section you can annex or refer to **additional** information which you have used to support the sections above.

