



St Anne's RC Primary School Pupil Premium Strategy Statement:

1. Summary information		
School : St Anne's RC Primary School		
Academic Year: 2020/21	Total PP budget: £48,180 excluding LAC (costed in separately on PEP)	Date of most recent PP Review: November 2020
Total number of pupils: 287	Number of pupils eligible for PP: 60 pupils Nursery-1 Reception- 5 Year 1- 3 Year 2- 8 Year 3-12 Year 4-9 Year 5-13 Year 6-11	Date for next internal review of this strategy: July 2021

2. Current Attainment –			
Current attainment by the end of KS2 (2018-19 Data). No data for academic year 2019-2020 due to cancellation of external KS2			
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils eligible for PP (national)</i>
Year 6- %- Expected Standard in Reading	71%	93%	
Year 6- %- Expected Standard in Writing	71%	82%	
Year 6- %- Expected Standard in Mathematics	59%	78%	
Year 6- %- Expected Standard in Reading, Writing & Mathematics Combined	47%	61%	51%
Year 5- %- Expected Standard in Reading	57%	92%	
Year 5- %- Expected Standard in Writing	57%	78%	
Year 5- %- Expected Standard in Mathematics	43%	81%	
Year 5- %- Expected Standard in Reading, Writing & Mathematics Combined	0%	38%	
Year 4- %- Expected Standard in Reading	70%	88%	
Year 4- %- Expected Standard in Writing	70%	88%	
Year 4- %- Expected Standard in Mathematics	70%	72%	
Year 4- %- Expected Standard in Reading, Writing & Mathematics Combined	67%	54%	
Year 3- %- Expected Standard in Reading	69%	94%	



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Year 3- %- Expected Standard in Writing	62%	82%	
Year 3- %- Expected Standard in Mathematics	69%	88%	
Year 3- %- Expected Standard in Reading, Writing and Mathematics Combined	50%	64%	
Year 2- %- Expected Standard in Reading	71%	74%	
Year 2- %- Expected Standard in Writing	71%	67%	
Year 2- %- Expected Standard in Mathematics	86%	97%	
Year 2- %- Expected Standard in Reading, writing & Mathematics Combined	57%	53%	
Year 1- %- Expected Standard in Reading	40%	80%	
Year 1- %- Expected Standard in Writing	20%	71%	
Year 1- %- Expected Standard in Mathematics	40%	86%	
Year 1- %- Expected Standard in Reading, Writing and Mathematics Combined	22%	51%	
Year Rec- %- GLD in Reading	50%	70%	
Year Rec- %- GLD in Writing	25%	59%	
Year Rec %- GLD in Number	50%	67%	
Year Rec- %- GLD in SSM	50%	63%	
Year Rec- %- GLD at the end of Reception	25%	56%	



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3. Barriers to future attainment (for pupils eligible for PP including high ability)

Children and young people have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit and will therefore warrant additional support during this time. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Due to the enforced changes to educational and pastoral provision caused by the COVID-19 pandemic the details and subsequent areas of focus highlighted in this Pupil Premium Strategy for 2020 have focussed mainly on the support mechanisms for those families and groups in greatest need. Our use of the funding has been carefully considered to ensure pupils' needs are met, families are supported and pathways for support are given the greatest of priorities.

We feel that during this time, the following key steps must be prioritised to ensure that 'PP' pupils' barriers to learning continue to be overcome and appropriate levels of support offered wherever possible:

- Children attending school during/following the Covid-19 Pandemic
- Ensuring children have the correct tools to complete home learning and are technically supported to maintain contact with school and its learning platforms
- Pastoral Family support to ensure anxieties are countered and difficulties overcome which may not be focussed purely on academic progress.

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Supporting children to focus on education and learning in a home based environment or one which is different to normal in school.- upon returning to school pupils have difficulty demonstrating a sense of 'ready to learn' and the significance of gaining the most from the time they spend in school with a new 'condensed' and 'reorganised' timetable. Levels of anxiety and pressures which negatively impact on their learning capacity need to be refocussed and support put in place for those demonstrating levels of anxiety which they do not normally do
B.	Around 70% of all Pupils enter nursery with low level communication and language skills which impact upon their language and phonics development which will impact negatively on reading and writing progress in subsequent year and out of those children .Nursery children have entered Nursery with Speech, language and communication needs and attainment below that characteristic for their age
C.	Ability to develop a deeper understanding of mathematical concepts as expressed through complex language and real life experiences to support and develop an understanding of many areas of Mathematics. Pupils in all year groups having missed regular teacher lead maths session since March 2020 have significant gaps in their learning which need addressing through a carefully planned and bespoke curriculum. Many PP Year 6 children have been identified with many Gaps in their Mathematics and this is significantly lower than Non PP pupils (number and calculation being a barrier)
D.	Pupils requiring more pastoral support to manage anxiety whilst in lock down and returning to school under new circumstances.. Pupils and families requiring additional support to overcome emotional challenges as well as those based around academic achievement.



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E.	Recent Corona- Virus has further gone to delay the acquisition of a wide and varied vocabulary linked to limited experiences and a further narrowed reading diet – language reducing the capacity to think, make links, retain key vocabulary, develop ideas and articulate this.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Attendance of PP pupils – through long term sickness, lates and unauthorised absences. Figures have improved through implementation of the Attendance manager and links with EWO (continuing to do so) but continue to require focus especially in light of the corona virus pandemic. Many pupils being kept of school and those choosing to work at home provided with home learning do not have the resources to access them

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	Success criteria
A.	Children feel supported on re- entry to the school following the lock down and have a bespoke curriculum which they can access at school and at home if required to do so. Gaps in learning are addressed and narrowed in a short space of time with the aid of interventions, online learning platforms as and when required to maintain steady levels of progress which can be monitored upon return to school using the schools tracking system.	Pupils eligible for pupil premium funds make good or better progress and have gaps in learning addressed as necessary to ensure the particular specific gap is narrowed. The in house attainment and progress measures coupled Target Tracker and teacher assessment monitor the progress careful
B.	Improve phonic and language skills across EYFS and KS1 pupils eligible for PP- The RWI programme will measure the rate of progression for each individual child through half termly assessments and 1-1 intervention impact. Along with termly visits working on a development day with RWI trainer. Language Link assessment will provide a baseline for children in EYFS and identify progress and attainment. Nellie evaluation of impact for identified children. Letters and sounds assessments across Nursery for each individual child. Guiding parents to Easy Peasy language development to support parents and their child.	Communication and Language strand in EYFS to be in line with Local/National Averages To continue to diminish the gap to exist in the Phonics screening test between PP and Non-PP pupils In-house tracking identifies accelerated pupil progress in Reading and Writing
C.	Raise standards and teaching in and children can catch up with missed mathematical learning through the use of online mathematical learning activates. Previous years gaps are addressed and 'fixed' to enable appropriate progress to be made within their current year group.	Children achieve in line with national comparison in mathematics with gaps in previous learning addressed. Support given through the National Tutoring Programme, TT Rockstars with pupil having access at home as well as bespoke timetabling of computers in school. Power Maths Targeted intervention sessions.



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D.	<p>Children are supported in their anxieties upon returning to school and are developing a positive approach to school despite the changes to the environment. Support and facilitate pupils' social and emotional well-being to enable them to access learning and opportunity and reach their potential. Pastoral groups are measured by pastoral lead Elsa impact has a baseline assessment from staff and child and then shows impact on final assessment. Meetings with counsellor half termly to SLT. Pupil voice is listened to and recorded.</p> <p>Raining has been</p>	<p>Pupils demonstrate positivity towards school return to school with a vigour and purposeful attitude. Positive approach to learning is demonstrated at all times with a clear support mechanism in place for those children who demonstrate unusual levels of anxiety. Work with Pastoral manager in small groups in class and out of class support. Work with counsellor where children are identified.</p>
E.	<p>Support for pupils understanding of vocabulary linked to subjects and reading techniques through a focus on key vocabulary and grammar. Pupils will achieve well across a broad range of subjects as measured by their attainment and achievement and pupil voice feedback.</p>	<p>Children given greater opportunity to develop their vocabulary skills through bespoke learning pathways and activities provided by the teacher in all lessons. In school training has been given to developing vocabulary in all subjects. This supports all children to extend and remember important vocabulary related to their learning. Exploring these new and unfamiliar words are to be encouraged and pupils use these words with clarity and positivity and understanding of the impact on their whole school experience.</p>
F.	<p>Attendance of the group eligible for pupil premium improves since the lock down. Attendance figures rise and become more in line with whole school attendance figures from previous years.</p>	<p>Improved overall attendance rates of PP to stay in line with the national all pupils despite Covid-19. Where these figures cannot be met, support strategies put in place to support home learning through EWO and DSL/Pastoral.</p>
<p>Outcomes are monitored through teacher observation and through the graduated response. Samples of case studies will show impact over a period of time.</p>		



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5. Planned expenditure					
Academic Year: 2020/2021					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
I. Quality of teaching for all					
Desired outcome	Chosen action /approach	What is the evidence and rational for this choice?	How will you show it is implemented well?	Staff Lead	When will you review implemen tation?
Children feel supported on re-entry to the school following the lock down and have a bespoke curriculum which they can access at school and at home if required to do so. Gaps in learning are addressed and narrowed in a short space of time with the aid of interventions, online learning platforms activities as and when required to maintain steady levels of progress which can be monitored upon	Children are welcomed into the school with warmth and a sense of care with extra emphasis placed on their wellbeing in terms of anxiety. Pupils are given opportunities to discuss their feelings through the Jigsaw (PSHE programme). Pupils will be encouraged to seek out staff members to talk about their feelings whenever necessary. Families are engaged prior to the child enrolling and potential support networks are highlighted and implemented to ensure that the child makes the necessary early progress. Any new families provided with additional support in terms of adjustment and coming to terms with changes to the school environment. Teachers engage with the child regularly to ensure the progress made is rapid and effective. Progress measures are recorded and analysed systematically to ensure any gaps in past learning are highlighted and addressed. F. Additional support through	Children need to feel cared for and nurtured upon arrival in the new school setting, in light of current Covid changes. The parents/adults should have faith in the school that they have best interests of their child and that of the families at heart and will work together as a team to ensure the child feels valued and supported within the school environment. School ethos should become familiar to the child and family and they should quickly feel part of the school community despite the changes to the school day. Pupil's well-being, attainment and progress to be monitored carefully with regular updates PP progress meetings, taking place between staff, pastoral team, school leaders and parents.	Risk assessments put in place to support the pupils and families during this time. Prior to a new pupil attending the school an Initial meeting with family members to be held prior to the pupil arriving in school. Pastoral lead and class teacher to meet regularly to discuss needs and constant trimming of the bespoke learning platform to ensure progress and gaps monitored. Assessment coordinator to monitor progress termly.	Pastoral Lead/Class teacher AHT to monitor progress and support	Termly review and report to Governors



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<p>return to school using the schools in house tracking.</p>	<p>counsellor and Pastoral Lead as and when required with extra support from L2 staff.</p>	<p style="background-color: #f08080; height: 20px;"></p>			
<p>Improve phonic and language skills across EYFS and KS1 and KS2 pupils eligible for PP- The RWI programme will measure the rate of progression for each individual child through half termly assessments and 1-1 intervention impact. Along with termly visits working on a development day with RWI trainer. Language Link assessment will provide a baseline for children in EYFS and identify progress and attainment. Nellie evaluation of impact for identified children. Letters and sounds assessments across Nursery for each individual child. Guiding parents to</p>	<p>Read Write Inc and Fresh Start in both Key Stages will be delivered daily. This will gaps in learning and will teach Early reading in an effective and consistent approach. This will also support learners in KS2 to continue to develop their reading and spelling skills. The implementation of 1-1 focused sessions will be identified and delivered by L2 and L3 learning assistants. These will be supported and monitored by the phonics lead, English lead with support from the RWI consultant. IDL and Reading + will support and motivate, monitor, assess and help pupils become independent learners at an early age, increasing their Confidence and self- esteem and progress their reading and spelling age.</p>	<p>Many different evidence sources, e.g. EEF Toolkit suggest Phonics, Nell and Fresh Start approaches have been consistently found to be effective in supporting language development and readers to master the basics of reading and language barriers and development, that expertise is a key component of successful teaching of early reading and language development.</p>	<p>The children will be assessed half termly and monitored daily within their lessons. These strategies will also be used across all curriculum subjects. Staff ongoing training needs to be met through in house phonics lead and RWI development days. A regular audit of required materials and updates will be completed. School time tabling to ensure staff are delivering to their strengths. Reviewed half termly. Assessment to be ongoing and formally half termly reporting to SLT, teachers and governors. A L3 TA has been trained in Language programmes and assess, delivers across the school. (language Link, Nelly and Speech Link, Beat Dyslexia) Expenditure will be used on Purchase of programmes, Timetabling of kindles and computers and availability for use at home where needed.</p>	<p>Phonics Lead, Literacy Lead and SLT</p>	<p>Half termly data update on portal Case Studies - L3</p>



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<p>Easy Peasy language development to support parents and their child.</p>					
<p>Raise standards and Mathematics teaching and children can catch up with missed mathematical learning through the use of online mathematical learning activates. Previous years gaps are addressed and 'fixed' to enable appropriate progress to be made within their current year group</p>	<p>CPD for staff to be continued for Mastery Approach to teaching throughout the school and direct year group teacher training with specific Maths consultant. Catch up maths programme will continue and more staff have been trained to deliver this programme across the school. This will support gaps in mathematical development specific to each child and help catch up potential gaps from previous years learning. Online resources Times Table Rock stars and other platforms used to subsidise the curriculum delivered in school as an additional resource. Additional intervention support across key stages to be implemented to those children in school in order that complex mathematical challenges are experienced by all PP pupils and consequently they develop their own confidence.</p>	<p>According to the EFF, there are a number of meta- analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. The EEF also states that mastery learning may also be more effective when used as an occasional or additional teaching strategy as impact decreases for longer programmes over 12 weeks or so. In the light of the EEF recommend that schools may wish to consider mastery learning for particular challenging topics or concepts, rather than for all lessons. School data indicates that our outcomes are still below national in Mathematics. NFER tests have now been purchased to track pupils on a termly basis alongside Teacher assessment.</p>	<p>Tara maths programme and teaching to continue to be embedded across school so that basics for maths mastery are consistent for all year groups. EYFS staff has taking part in training in number a week programme to ensure that the basic understanding of number is developed and embedded. We will continue to support all staff through co-coaching in house. Resources for targeted interventions have been purchased and more staff have been trained. Maths leads continue Maths KS1 children have become part of a project with NFER and EEF Research on the impact of Covid-19 school closures and support strategies on pupils' learning and social wellbeing in Key Stage 1.</p>	<p>PP lead, SLT/Maths Lead</p>	<p>Data every half term and book look monitoring with each year group staff</p>



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<p>Support for pupils understanding of vocabulary and grammar in order to access the whole curriculum effectively and achieve well across a broad range of subjects as measured by their attainment and achievement and pupil voice feedback</p>	<p>Use IDL and Reading + to motivate, monitor assess and help pupils become independent learners at an early age, increasing their Confidence and self- esteem and progress reading and spelling age. Children given greater opportunity to develop their vocabulary skills through bespoke learning pathways and activities provided by the teacher in all lessons. In school training has been given to developing vocabulary in all subjects. This supports all children to extend and remember important vocabulary related to their learning. Exploring these new and unfamiliar words are to be encouraged and pupils use these words with clarity and positivity and understanding of the impact on their whole school experience.</p>	<p>Critical Thinking taking Day 1 training for teachers has taken place from the Geographical Association, this training supports staff with ideas to develop and encourage children to think in creative ways to make Learning(vocab) stick. Day 2 training will take place this academic year. Also Elklan strategies have been implemented. Following L3 TA training.</p>	<p>Staff have been part of the training to look at different strategies to develop vocabulary. The L3 TA has delivered and produced set ways of learning new vocabulary in lessons that children are familiar across the school with. Review and Do activities have been put in place and interventions for children to have a pre learning experience, revise and retain this vocabulary.</p>	<p>PP lead, Curriculum lead, English lead, all subject leaders and TA's.</p>	<p>Staff development feedback sessions.</p>
<p>Total Budget cost: £32,884 L3 TA £18,000 Ruth Miskin £1,500 KC Counselling £2,400 TT Rock Stars £113.88 Third Space Learning £2,200 NFER Tests £2,172 TA costs for Interventions - £6.612</p>					



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Targeted Support					
ii TIER 2 1-1 and small group interventions					
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?
Improved phonic and language Skills.	1-to-1 and small group provision One-to-One (Read Write Inc.). Neli and Communication Cookbook language intervention Language and speech link Intervention.	Some of the students need targeted support To catch up. The EEF Toolkit identifies 1-to-1 support as effective strategies if carried out regularly over a set period of time and links With normal teaching. Phonics one to one is explicitly linked to the whole school programme of RWI and the LL programme Has shown to be effective. Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and Reading comprehension (EEF). Some studies show slightly larger effects for pupils from Disadvantaged backgrounds.	Organise timetable to ensure staff delivering Provision have sufficient preparation and delivery. Time given for impact to happen. Ongoing assessment to be carried out Reports to SLT Trained L3 to deliver programme. Pre and post assessment. Pupil progress tracking	Rec class Teachers/L3 /Literacy Lead/Phonic s lead	Every half term or at a point where the programme has ended
Develop Reading in upper KS2	Small group provision across KS2 daily Reading/Writing programme in Addition to standard lessons.	The EEF Toolkit identifies recent evaluations of 'Fresh Start' – a phonics based reading programme for older children as impacting positively on Struggling readers. We want to identify groups of PP pupils across upper KS2 to target and improve outcomes	Organise timetable to ensure staff delivering provision have Sufficient preparation and delivery time. Ongoing assessment to be carried out into effectiveness. Engage with parents. Pre and post intervention monitoring by SLT	Literacy lead SENDCO	Every half term as RWI



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<p>Raise standards in Mathematics</p>	<p>Small group tuition across KS2 (x3 weekly) following a Mathematics Programme. TA Training in Maths Mastery Approaches. Catch Up intervention</p>	<p>As previously stated small group interventions/teaching with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>TA trained to track and deliver Catch Up Intervention In house training all TAs in Maths Mastery approach Programme and record and monitor the programme. Pre and post programme assessment every termly. Communication with parents.</p>	<p>Maths Lead/Level 3 TA</p>	<p>Every half term</p>
<p>Support in anxieties upon returning to school, developing a positive approach to school despite the changes to the environment</p>	<p>Pastoral lead to work with pupils about their return to school and who demonstrate a lack of engagement. Staff to discuss concerns with pupils/families and offer mentoring to those who feel most at need. Pathways introduced to councillors who can work with individuals and families to impact on anxiety levels. Help to be provided to ease day to day pressures of parenting through EHAT and multi-agency working Face to face meetings or telephone meetings with those who require additional support to be held to ensure all individuals needs are catered for and that transition back to school is as smooth as possible.</p>	<p>Child/parent meetings have been held regularly to try to motivate and engage pupils into a more positive approach to their own learning. Support for pupils and families through the Pastoral Lead's role is significant in maintaining strong school-home links and giving pupils opportunities to discuss their anxieties and worries. The support can be seen as a way of ensuring pupils engage positively with school life. Pupil's positivity towards their education and school is enhanced and clearly evidenced through their attitude for learning. Pupils have clear expectations of themselves and understand the challenge required to build on their own previous knowledge. Progress will be increased due to an increased level of focus in lessons as well as online support for those pupils working from home.</p>	<p>Staff/DSL/DHT/HT in contact with families PP lead to analyse data throughout the year. Pupils and their Families will engage well with school lead through various strategies which will enable them to feel less anxious and negative towards returning to school and the consequent learning associated with this. Progress will be logged and kept alongside pupil records of progress made through case studies from Pastoral lead.</p>	<p>SLT and PP lead</p>	<p>Termly review and report to Governors</p>
<p>Total budgeted costs: £4,719 IDI license £238 Language Link £172 Catch Up Training- £799 Reading + £ 3,100</p>					



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ii. Other approaches					
Desired outcomes	Chosen action/approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff Lead	When will you review implementation?
Higher level of attainment for PP pupils in Year 6	In Y6 we have 2 teachers for reading, writing lessons. In maths lessons there are also 2 teachers and 1 level 3 TA. Small group lessons for targeted children. Weekly differentiated booster sessions – afterschool to begin spring term	We want to provide extra support to ensure a Higher attainment level. Smaller groups with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Planning will be specific and staff will be deployed to targeted groups of children. Impact overseen by Literacy/Numeracy co-ordinator/SLT Including Reading Age Spelling Age.	Year 6 teachers/SLT	Termly
Pupils to access residential /educational visits and experiences such as PGL, theatre productions, local events etc	SLT to maintain contact with companies to determine the possible next steps. Children will take part in experiences to develop their skills and support their learning.	We want to provide additional ways to experience learning using enriched activities in variety of ways.	Additional learning pathways coupled with the enriched learning opportunities monitored and gauged on their success in terms of pupil enjoyment and impact	All Staff	Ongoing



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<p>Pupils to access Forest school</p>	<p>Trained teacher and TA to deliver Forest School weekly.</p> <p>Children will develop learning in an outdoor environment supporting their needs both mentally and physically.</p>	<p>We want to give children opportunity develop their everyday life skills in an outdoor environment, supporting their social, emotional and physical development.</p>	<p>This is an enriched learning outdoor opportunity for enjoyment when learning in a different setting. Case studies will be d for collated over time for targeted children.</p>	<p>Forest school Lead and TA</p>	<p>ongoing</p>
<p>Total budgeted cost: £13,545 Educational experiences £3,500 PP Trips £1,545 Forest School- £8,000 Cost for Breakfast and after school club to support when needed £500</p>					