

**St Anne's RC Primary School**

**'We Grow Together in God's Love'**

**Pupil Premium Strategy statement: Academic Year 2020-2021**

**1. Summary information**

Academic year : 2020-2021	Total pupil Premium Budget £120,500	Most recent PP Review Jan 2020
Total Number of pupils 212	Number of pupils eligible for PP 82	Date for next review Sept 202

**2. Current Attainment ( See appendix A )**

**3. Barriers to Future Attainment (internal)**

We understand that challenging socio economic circumstances can create additional barriers to success for children. However, we strongly believe that these challenges can be overcome. We believe that having a broad and balanced curriculum is imperative to improve the outcomes and how this can shape the future of our children. At St Anne's we also believe that quality first teaching is paramount to improving outcomes for disadvantaged children. Excellent teaching can be achieved by all teachers through high quality professional development and shared outstanding practice. All children need opportunities to enrich their lives through experiences we ensure that where children are unable to access these through home the opportunities are provided for them by school as well as our 'Pledge' which ensures all children have access to a wide variety of cultural capital, experiences and opportunities to help them flourish, grow and achieve their full potential. Although financial support is provided for schools specifically for children who qualify for pupil premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

- In order to overcome educational disadvantage it is important to identify barriers to learning. At St Anne's barriers to learning include:
- **Language deficiency** – a significant number of pupil premium funded children also have identified SEND with increasing numbers of our learners being identified as having speech language and communication needs which studies have shown impacts upon their acquisition of early literacy skills.
- **Social and emotional wellbeing** – Our nursery baseline assessments show that all children start school below age related expectations in 'Making Relationships, Managing Feelings and Behaviours' which can impact on behaviour for learning. Also, we have found an increase of children who have been identified as having social, emotional and mental health needs in particular low self-esteem, confidence and poor resilience.
- **Limited cultural capital and enrichment** – many of our children have lack of access to cultural and sporting experiences. In addition, a vast majority of children have limited experience of travel and understanding the world. This has a major impact on language and vocabulary in particular reading.
- **Family Support** – Families experience difficulties in supporting the children's education – in particular supporting reading and phonics and homework

## Pupil Premium Strategy statement: Academic Year 2020 -2021

Academic year : 2020 - 2021	Total pupil Premium Budget £122,775	Most recent PP Review October 2020
Total Number of pupils 232	Number of pupils eligible for PP 91	Date for next review Sept 2021

### Desired Outcomes

- School to provide rich cultural, sporting, musical and extra-curricular activities including before and after school clubs aimed at PP children to raise aspirations and motivation, school trips to ensure access and engagement for PP funded children
- To ensure all children including pp funded children have a wide, varied, knowledge rich curriculum as well as access to cultural capital identified in our school ‘Pledge’
- School to provide social and emotional support as well as mental health support for pp funded children and their families
- Well trained staff deliver interventions in reading, writing and maths with particular focus on phonics and reading
- A well balanced curriculum provided for all children including PP children
- A new phonics scheme with parental workshops to engage and raise attainment in phonics
- PP funded children with SEN are well supported in class to improve attainment and progress.
- Leadership to train staff and provide interventions to improve pp attainment and progress
- Review of early years provision improves percentage of PP funded children achieving GLD
- PP children have access to resources to support learning
- PP who are working towards Greater Depth have access to quality first teaching and opportunities to extend their learning in order to achieve their full potential.

#### 4. Planned Expenditure

Desired Outcome	Chosen Action	Rationale for choice	Quality Control Review	Planned Expenditure	
<p>School to provide rich cultural, sporting, musical and extra-curricular activities, school trips and residential to ensure access and engagement for PP funded children</p>	<p>Music service to provide whole class music lessons</p> <p>Pay for individual musical tuition for PP children who cannot afford it and subsidies</p> <p>Subside class trips, To ensure affordable for PP children</p> <p>Buy in extra drama, creative arts throughout the year</p> <p>A variety of extra curricular clubs throughout the year include PP children</p>	<p>Rich cultural, music, sport curriculum raises self-esteem, confidence, resilience ultimately impacting on learning.</p> <p>Widening children experiences help with language acquisition and broadening vocabulary and comprehension.</p> <p>attendance and punctuality</p> <p>Broadening children's horizons by having a variety of clubs to access</p>	<p>SLT to monitor impact of after school/ before school clubs</p> <p>Sports co-ordinator to monitor variety and quality of sport extra-curricular activities</p> <p>SLT to monitor and evaluate termly</p> <p>Pupil progress meetings identify progress of PP children</p> <p>Tracking of core subject and assessment for all subjects ensure PP ch make progress.</p>	<p>Music Service lessons and Music lesson Subsidies</p> <p>Class trips</p> <p>Pantomime -</p> <p>Extra-Curricular clubs</p>	<p>£12,000</p> <p>£600</p> <p>£50</p> <p>£1500</p>

<p>School to provide emotional health and wellbeing (EHWB) support for pp funded children and their families</p>	<p>Pastoral full time worker to support children and families with the following:</p> <ul style="list-style-type: none"> <li>-training for 'education return' learning from the pandemic</li> <li>-Attendance and punctuality</li> <li>-Parenting</li> <li>- Mental health</li> <li>-Targeted groups and interventions such as Yoga, mindfulness and social stories.</li> </ul> <p>Buy in Reiki teacher to deliver Reiki on a Wednesday for targeted PP children</p> <p>Relax Kids and HYM to deliver 1:1 and small group sessions to PP children</p>	<p>Improved social and emotional wellbeing improved attitude to learning and behaviour for learning to raise attainment and progress for all children including PP funded children</p> <p>Improved EHWB so all children can strive</p>	<p>Performance management meetings</p> <p>Feedback to governors</p> <p>Pastoral worker and SLT to monitor external agency and get children's voice.</p>	<p>Salary for Pastoral Worker</p> <p>Reiki teacher</p> <p>Relax Kids Service</p>	<p>£32,000</p> <p>£1500</p> <p>£315</p>
--	---	--	---	--	---

	Children have access to mindfulness extra-curricular clubs				
Quality first teaching and structured, high quality interventions especially in phonics, reading and maths	<p>Trained staff lead interventions in reading (inference and guided reading), phonics (RWI), writing, maths (including reasoning)</p> <p>Small group interventions. Before school booster sessions for year 6 in English and Maths</p> <p>Small targeted guided reading sessions improved vocabulary and comprehension</p> <p>1:1 and small group RWI intervention improve fluency of reading for all children including pp children</p>	<p>PP children set challenging targets to accelerate progress.</p> <p>Children identified as making limited progress to make accelerated progress to close the gap between them and their peers.</p> <p>PP children identified as GDS have targeted support and differentiated work in order to accelerate progress</p>	<p>Pupil progress meetings termly, review targets and interventions to monitor and evaluate impact</p> <p>PP identified half termly and intervention set in place to raise attainment and progress</p> <p>Governors curriculum committee and standard committee receive feedback and challenge leaders on attainment and progress for PP children</p>	<p>Support Staff</p> <p>Teaching Staff</p>	<p>Leadership: £25,000 TA R (0.5)-18,064 TA Y1 (0.2) 7,804 TA Y1 (0.3 L2) 5540 TA Y2 (0.5)- 19527 TA Y3 (0.3)-15355 TA Y4 (0.3)-19,270 TA Y5 (0.5)- 11,291 TA Y6 (0.4)15,561 Intervention TA: 5,148 Extra TA: 5,543</p> <p>£ 148,103</p>

<p>A knowledge rich, well balanced curriculum for all children including raising profile of cultural capital for the most deprived children</p>	<p>St Anne’s personalised curriculum in line with National curriculum standards ensures all children have broad and balanced curriculum</p> <p>Forest school identified for PP children to raise self-esteem and resilience as well as team work.</p>	<p>To allow PP to have rich, broad and balanced curriculum to raise progress and enthusiasm for learning.</p> <p>ALL learners develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees</p>	<p>Subject Co-ordinators monitor attainment of children through SERFs</p> <p>SLT monitor and evaluate half termly</p> <p>Governors curriculum committee monitor and evaluate</p>	<p>Forest School</p>	<p>£256</p>
<p>To raise progress and attainment in reading and broaden children’s vocabulary for PP children</p>	<p>Matched reading books ensure that all children, including pp children, have suitable home reading book at home</p> <p>Introduce reading challenges within school to encourage</p>	<p>To improve phonics attainment data for all children including closing the gap between PP and non PP</p> <p>To continue to ensure reading attainment for pp children is in line with non pp children</p>	<p>Phonic lead monitor weekly</p> <p>External monitoring and support from Ruth Miskin trainers</p> <p>Feedback to curriculum committee and challenging</p>	<p>Library books and home reading books</p>	<p>£200</p> <p>RWI resources £175</p>

	<p>pp families to read at home.</p> <p>1:1 reading scheduled to target pp children who are not reading at home</p> <p>Improve library areas and class library to raise the love of reading for all children.</p> <p>Put on parental workshops for RWI phonics to increase parental engagement of pp families and reading</p>		<p>questions for SLT / KS1 Lead</p> <p>DHT to observe, feedback and deliver training for KS2 staff in guided reading</p>		
<p>PP funded children with SEN are well supported to improve attainment and progress.</p>	<p>PP children with SEN are identified at pupil progress meetings and interventions are given.</p> <p>IEPs are regularly updated and adapted</p>	<p>All PP with SEN have access to high quality first teaching</p> <p>PP children with SEN will make progress in line with their IEP targets</p>	<p>SENCO/ SLT To monitor and evaluate at Pupil progress meetings</p>	<p>SEND resources</p>	<p>£500</p>

	<p>to ensure progress is made</p> <p>TAs to deliver high quality social, communication, behavioural and speech and language interventions to close the gap between pp and non pp children with SEN</p>				
<p>Leadership to train staff and provide interventions to improve pp attainment and progress</p>	<p>Leadership leads staff training to improve teaching and learning</p> <p>Teaches small group interventions to accelerate progress</p> <p>Undertakes coaching sessions to improve teaching and learning</p>	<p>Provides high quality training to improve teaching and learning to raise standards and improved attainment.</p>	<p>HT monitors quality of coaching through shared lesson observations, weekly drop ins</p> <p>Curriculum Governors committee monitor progress and standards of children</p>		<p>As above</p>

<p>Gap is diminished between PP and non pp in EYFS</p>	<p>Restructure EYFS classroom to allow more continuous provision and targeted questioning for all children</p> <p>PP children are identified at pp meeting and number of children achieve GLD increased from previous year</p>	<p>Improved standards and increase percentage of PP children reaching GLD .</p>	<p>EYfs Co-ordinator to monitor impact and lead with DHT/HT evaluating impact</p>	<p>Resources and refurbishment</p>	<p>£200</p>
<p>PP children have access to resources to support learning or EHWB</p>	<p>Purchase of specific resources:</p> <p>Samsung tablets</p> <p>PP children are provided with uniform , PE equipment, book bags, homework dairies</p> <p>Families are provided with other essentials to ensure attendance, EHWB</p>	<p>PP children feel secure and included and have individual needs met to support learning</p> <p>Families feel supported and have access to funds if needed</p>	<p>Pastoral worker, SENCO Key stage leaders and SLT</p>	<p>Resources</p> <p>Samsung tablets</p>	<p>£2050</p> <p>£6847</p>

	<p>or learning needs are met</p> <p>Year 6- all children receive CGP SATS textbook and work book</p>				
<p>Total Planned Spend</p> <p>£58,193 other -</p> <p>support staff: 148, 103</p> <p>TOTAL: 206,296</p> <p>School Budget: 58,193</p>					

## **Appendix a: Impact of Pupil Premium Spend 2019-2020**

### **No external data due to COVID**

- Children questionnaires showed children love of reading.
- Children questionnaire showed impact of Forest School on self-esteem and resilience.
- Disadvantaged children extracurricular clubs in same numbers as non-disadvantaged children. All children attended year 6 Residential. Children gained confidence and achieved well in their extra-curricular clubs.
- Impact of work undertaken by pastoral worker on mental health saw increase in attendance and punctuality for PP children as well as self-esteem, confidence and resilience reported to by Class teachers.

### **Next Step:**

- To raise number of pp children achieve GDS in maths to be in line with School other and diminish difference between National average
- To diminish the difference between pp and their peers in Writing and maths in KS1
- To increase number of pp children achieving GDS in KS1
- To increase number of pp children passing phonic screening