



1. Summary information					
School	St. Anne's R C Primary School				
Academic Year	2020/2021	Total PP budget	£98746	Date of most recent PP Review	October 2020
Total number of pupils	197	Number of pupils eligible for PP	77	Date for next internal review of this strategy	January 2021

2. Current Attainment: Foundation Stage (current Reception class based on September assessment data)				
On track R/W/M	School: All pupils	School: Pupil Premium	School: Non-Pupil Premium	National :All pupils (2019)
	29.2%	0	36.8%	72%

3. Current Attainment: Year 1 Phonics (current Y1 class based on phonic phases at the end of Reception)				
Phonics Check – attained Phase	School: All pupils	School: Pupil Premium	School: Non-Pupil Premium	National :All pupils (2019)
4	70%	50%	81.8%	82%

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4. Current Attainment: Key Stage 1 (current Y2 class based on end of Y1 results)				
Subject	School: All pupils	School: Pupil Premium	School: Non-Pupil Premium	National :All pupils (2019)
Reading	56%	50%	57.1%	74.9%
Writing	56%	50%	57.1%	69.2%
Mathematics	64%	50%	66.7%	75.6%
Combined	56%	44.4%	62.5%	

5. Current Attainment: Key Stage 2 (current Y6 class based on end of Y5 results)				
Subject	School: All pupils	School: Pupil Premium	School: Non-Pupil Premium	National :All pupils (2019)
Reading	79.2%	83.3%	75%	73%
Writing	66.7%	75%	75%	78%
Mathematics	79.2%	75%	83%	79%
Combined	62.5%	75%	58.3%	65%

6. Barriers to future attainment (for pupils eligible for Pupil Premium)		
In-school barriers ( <i>issues to be addressed in school</i> )	Desired outcomes	Success criteria
Baseline assessments show low starting points on entry to EYFS particularly in language skills.	Accelerate the progress and improve language skills for pupils eligible for Pupil Premium in EYFS.	Pupils eligible for Pupil Premium in EYFS make accelerated progress so that their attainment is comparable to non-pupil premium pupils.
Gap in attainment between PP and NPP pupils in school in reading, writing and maths across the school.	The gap between the 2 groups of pupils continues to narrow across all key stages.	Academic performance of PP pupils is more in line with that of NPP pupils.
Vulnerable children with social, emotional and mental health needs which affect their learning.	To improve the social, emotional and mental well-being of vulnerable pupils in school.	Progress data indicates that pupils are matching the attainment of their peers and reports from involved agencies report improvements in their social, emotional and mental well-being.
Limited enrichment activities and experiences.	Pupils develop a love of music and an interest in other languages.	Pupils are confident when performing in music and can converse and write basic words and sentences in Italian.

7. Planned expenditure					
Academic Year	2020 - 2021				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Accelerate the progress and improve language skills for pupils eligible for Pupil Premium in EYFS.	All pupils are WELLCOMM screened. Use of NHS speech and language checklist to determine intervention activities required.	Baseline data shows low development in speech and language in particular because of delayed skills, children missing months of Nursery provision due to	EYFS weekly meetings to discuss progress. SLT monitoring Termly data analysis Appraisal cycle Termly assessments for	JH (AHT EYFS/KS1) HB (SENDCo) JH (AHT EYFS/KS1) JG (DHT) MS (NUR), CM (REC)	Termly pupil progress meetings SLT meetings

	<p>1:1 speech and language work with TA.</p> <p>1:1 social communication activities.</p> <p>1:2 phonics sessions for targeted pupils.</p> <p>1:2 handwriting session for targeted pupils to develop fine motor skills.</p>	<p>lockdown and also because of English as a second language for almost a third of the class.</p> <p>1:1 and paired work to ensure pupils are nurtured and learning is maximised.</p>	<p>Communication and Language</p>		
<p>Gap in attainment between PP and NPP pupils in school in reading, writing and maths across the school.</p>	<p>1:1 and paired interventions led by TAs as follows:</p> <p>Reading – phonics, Lexia, extra guided reading, Speech and Language, social communication</p> <p>Writing – spelling, sentence construction (Colourful Semantics), handwriting, Precision Teach</p> <p>Mathematics – Plus 1 programme, maths pre-teach, numeracy specialist working with groups to close gaps and to work with pupils working at the higher standard.</p>	<p>Model from 2018/2019 led to an improvement in number of pupils reaching the expected standard in phonics.</p> <p>Smaller teaching groups ensure pupils are well supported.</p>	<p>Termly data analysis</p> <p>End of year outcomes</p> <p>Lesson observations</p> <p>Book scrutinies</p>	<p>SLT</p> <p>SLT</p> <p>JH (AHT EYFS/KS1),</p> <p>SO (AHT KS2)</p> <p>JG (DHT)</p>	<p>SLT meetings</p> <p>End of term analysis</p>
<p>Limited enrichment activities and experiences</p>	<p>Primary PPA - specialist music teachers employed to teach pupils from N to Y6. Due to guidelines in place in September lessons focus on body percussion for the foreseeable future eg.</p>	<p>Primary PPA offer professional service with a range of subjects on offer. Same music teacher each week which provides consistency.</p>	<p>Termly discussions with specialist teachers aside.</p> <p>Observations</p>	<p>MS (Music Co)</p> <p>JG (DHT)</p>	<p>Termly</p>

	Rhythm, pulse, beat. Italian teacher employed to teach pupils in Y3 to Y6. Build on previous knowledge by learning to write Italian words and phrases.	Pupils enjoyed keeping a record of their learning.			
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
Vulnerable children with social, emotional and mental health needs which affect their learning	1:1 work with TA to enable pupil to access the curriculum. Tasks and time management tailored to pupil's needs.	Pupil has established a good relationship with the TA and can access most of the curriculum.	Data analysis Pupil voice TA report to teacher Observations	JH (AHT EYFS/KS1)	SLT End of term meetings
Vulnerable children with social, emotional and mental health needs which affect their learning.	1:1 sessions with CARITAS social worker	CARITAS social worker has established good working relationship with children and their families and has expertise and knowledge of agencies to access to help individual pupils.	Pupil voice My Star review with social worker – beginning and end of programme.	HB (SENDCo)	End of term meetings

**1. Review of expenditure**

<b>Previous Academic Year</b>	<b>2019/2020</b>
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**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>
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<p>EYFS/KS1/KS2 - To narrow the gap between PP and NPP children in reading</p> <p>(Expected +)</p>	<p>TA led interventions in EYFS/KS1/KS2</p>	<table border="1"> <thead> <tr> <th data-bbox="795 103 965 225">READING</th> <th data-bbox="972 103 1115 225">Pupil Premium</th> <th data-bbox="1122 103 1249 225">Non-Pupil Premium</th> <th data-bbox="1256 103 1370 225">National (all pupils)</th> </tr> </thead> <tbody> <tr> <td data-bbox="795 229 965 284">Reception</td> <td data-bbox="972 229 1115 284">50%</td> <td data-bbox="1122 229 1249 284">72.7%</td> <td data-bbox="1256 229 1370 284">73.9%</td> </tr> <tr> <td data-bbox="795 288 965 343">Year 2</td> <td data-bbox="972 288 1115 343">71.4%</td> <td data-bbox="1122 288 1249 343">82.4%</td> <td data-bbox="1256 288 1370 343">74.9%</td> </tr> <tr> <td data-bbox="795 347 965 402">Year 6</td> <td data-bbox="972 347 1115 402">80%</td> <td data-bbox="1122 347 1249 402">86.7%</td> <td data-bbox="1256 347 1370 402">73%</td> </tr> </tbody> </table>	READING	Pupil Premium	Non-Pupil Premium	National (all pupils)	Reception	50%	72.7%	73.9%	Year 2	71.4%	82.4%	74.9%	Year 6	80%	86.7%	73%	<p>The lockdown had an effect on the younger pupils. There will need to be an increased focus on phonics and all reading activities in Year 1 to ensure gaps in learning are minimised.</p>
READING	Pupil Premium	Non-Pupil Premium	National (all pupils)																
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Year 2	71.4%	82.4%	74.9%																
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<p>EYFS/KS1/KS2 - To narrow the gap between PP and NPP children in writing</p> <p>(Expected +)</p>	<p>TA led interventions in EYFS/KS1/KS2</p>	<table border="1"> <thead> <tr> <th data-bbox="795 507 965 596">WRITING</th> <th data-bbox="972 507 1115 596">Pupil Premium</th> <th data-bbox="1122 507 1249 596">Non-Pupil Premium</th> <th data-bbox="1256 507 1370 596">National (all pupils)</th> </tr> </thead> <tbody> <tr> <td data-bbox="795 601 965 655">Reception</td> <td data-bbox="972 601 1115 655">37.5%</td> <td data-bbox="1122 601 1249 655">77.3%</td> <td data-bbox="1256 601 1370 655">78.3%</td> </tr> <tr> <td data-bbox="795 660 965 715">Year 2</td> <td data-bbox="972 660 1115 715">71.4%</td> <td data-bbox="1122 660 1249 715">82.4%</td> <td data-bbox="1256 660 1370 715">69.2%</td> </tr> <tr> <td data-bbox="795 719 965 774">Year 6</td> <td data-bbox="972 719 1115 774">80%</td> <td data-bbox="1122 719 1249 774">80%</td> <td data-bbox="1256 719 1370 774">78%</td> </tr> </tbody> </table>	WRITING	Pupil Premium	Non-Pupil Premium	National (all pupils)	Reception	37.5%	77.3%	78.3%	Year 2	71.4%	82.4%	69.2%	Year 6	80%	80%	78%	<p>In Year 1 pupils will have many opportunities to practise writing skills and make up for lost learning due to lockdown.</p>
WRITING	Pupil Premium	Non-Pupil Premium	National (all pupils)																
Reception	37.5%	77.3%	78.3%																
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<p>EYFS/KS1/KS2 - To narrow the gap between PP and NPP children in mathematics</p> <p>(Expected +)</p>	<p>TA led interventions in EYFS/KS1/KS2</p> <p>Specialist Numeracy teacher KS2</p>	<table border="1"> <thead> <tr> <th data-bbox="795 810 965 900">MATHS</th> <th data-bbox="972 810 1115 900">Pupil Premium</th> <th data-bbox="1122 810 1249 900">Non-Pupil Premium</th> <th data-bbox="1256 810 1370 900">National (all pupils)</th> </tr> </thead> <tbody> <tr> <td data-bbox="795 904 965 959">Reception</td> <td data-bbox="972 904 1115 959">50%</td> <td data-bbox="1122 904 1249 959">86.3%</td> <td data-bbox="1256 904 1370 959">87%</td> </tr> <tr> <td data-bbox="795 963 965 1018">Year 2</td> <td data-bbox="972 963 1115 1018">71.4%</td> <td data-bbox="1122 963 1249 1018">82.3%</td> <td data-bbox="1256 963 1370 1018">75.6%</td> </tr> <tr> <td data-bbox="795 1023 965 1077">Year 6</td> <td data-bbox="972 1023 1115 1077">86.7%</td> <td data-bbox="1122 1023 1249 1077">80%</td> <td data-bbox="1256 1023 1370 1077">79%</td> </tr> </tbody> </table>	MATHS	Pupil Premium	Non-Pupil Premium	National (all pupils)	Reception	50%	86.3%	87%	Year 2	71.4%	82.3%	75.6%	Year 6	86.7%	80%	79%	<p>To minimise the gap as Reception pupils move into Year 1 there will be a focus on practical maths activities and number work.</p>
MATHS	Pupil Premium	Non-Pupil Premium	National (all pupils)																
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<p>KS1/KS2 – To narrow the gap between PP and NPP at Higher Standard.</p>	<p>TA led interventions in EYFS/KS1/KS2 Specialist Numeracy teacher KS2</p>	<table border="1"> <thead> <tr> <th>YEAR 2</th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> <th>National (all pupils)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14.3%</td> <td>14.3%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>14.3%</td> <td>14.3%</td> <td>14.8%</td> </tr> <tr> <td>Maths</td> <td>-</td> <td>33.3%</td> <td>21.7%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>YEAR 6</th> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>20%</td> <td>21.3%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>6.7%</td> <td>20%</td> </tr> <tr> <td>Maths</td> <td>33.3%</td> <td>33.3%</td> <td>27%</td> </tr> </tbody> </table>	YEAR 2	Pupil Premium	Non-Pupil Premium	National (all pupils)	Reading	14.3%	14.3%	25%	Writing	14.3%	14.3%	14.8%	Maths	-	33.3%	21.7%					YEAR 6				Reading	20%	21.3%	27%	Writing	20%	6.7%	20%	Maths	33.3%	33.3%	27%	<p>The variations in results show the impact lockdown has had on attainment and progress. The recovery curriculum in place will as well as minimising gaps in learning will also challenge pupils to work at the higher standard.</p>
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<p>KS2 – To narrow the gap between PP and NPP in reading, writing and maths combined.</p>	<p>TA led interventions in KS2. Specialist Numeracy teacher KS2</p>	<table border="1"> <thead> <tr> <th>R/W/M combined</th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> <th>National (all pupils)</th> </tr> </thead> <tbody> <tr> <td><b>Expected +</b></td> <td>80%</td> <td>73.3%</td> <td>65%</td> </tr> <tr> <td><b>Higher standard</b></td> <td>20%</td> <td>6.7%</td> <td>11%</td> </tr> </tbody> </table>	R/W/M combined	Pupil Premium	Non-Pupil Premium	National (all pupils)	<b>Expected +</b>	80%	73.3%	65%	<b>Higher standard</b>	20%	6.7%	11%	<p>To continue actions and approaches.</p>																								
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<p>To enrich pupil experience through music and language.</p>	<p>Employed specialist music teachers from RNCM.  Employed specialist MFL teacher - Italian</p>	<p>In January 2020 we switched PPA music tuition from RNCM teachers to Primary PPA, a company which offers a range of subjects. The children seemed to enjoy the change up until March when school was closed to all but the children of key workers and vulnerable pupils.</p> <p>Pupils from Y3 to Y6 started to record written work in Italian with each year group focussed on specific vocabulary or subjects but due to the lockdown they did not complete the year's curriculum.</p>	<p>The music curriculum has been adapted to comply with guidelines in place due to COVID 19. The teachers from Primary PPA will share their planning and evaluations with the music co-ordinator and class teachers.</p> <p>Continue as before with written vocabulary and same curriculum objectives</p>																																				

## ii. Targeted support

<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>Estimated impact:</i>	<i>Lessons learned</i>																				
For vulnerable pupils with social, emotional and mental health needs which affect their learning to feel safe and secure in school so that there is a positive impact on their academic, social and emotional skills.	Caritas social worker employed for 2 days each week to work with pupils and if necessary other family members.	<p>11 Pupil Premium children worked with the Caritas social worker. 1 also worked the EP. All except one child maintained their progress in reading, writing and maths with one child moving from Below Expected to Expected.</p> <p>Through work and discussions with the Caritas social worker the children expressed that they felt more positive about themselves, more settled in school and more confident when working with other pupils. Their social skills improved leading to a greater enjoyment of school. Parents also remarked that their children's behaviour at home had also improved.</p>	To continue the actions and approaches from last year.																				
To improve attendance of Pupil Premium children who are persistently absent and/or who have punctuality issues.	<p>Direct communication via letter to parents for PP to take part in morning activities such as Sensory Circuits, Wide Awake Club and the Daily Mile.</p> <p>Attendance meetings and reasons for late arrival at school recorded.</p>	<p>In 2018/19 15 PP pupils were PA. 7 of these children continued to be PA in 2019/20. 4 out of the 7 did improve their attendance record and if we had completed the year it was expected these 4 pupils would have moved out of the PA group completely. At the end of 2019/20 there were 22 PA children, 10 of them were PP ie 45.5%.</p> <p>The percentage of PP premium who have punctuality issues has reduced to 70.2%</p>																					
To improve the attainment of White British pupils in KS2.	<p>Pupils are a focus group in each class.</p> <p>Achievement For All programme – final year</p>	<table border="1"> <thead> <tr> <th>Class Subject</th> <th>Reading (last year)</th> <th>Writing (last year)</th> <th>Maths (last year)</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>54.5% (70%)</td> <td>45.5% (70%)</td> <td>63.6% (90%)</td> </tr> <tr> <td>Year 4</td> <td>80% (81.8%)</td> <td>80% (36.4%)</td> <td>80% (63.6%)</td> </tr> <tr> <td>Year 5</td> <td>63.6% (41.7%)</td> <td>36.4% (50%)</td> <td>63.6% (58.3%)</td> </tr> <tr> <td>Year 6</td> <td>66.7% (85.7%)</td> <td>58.3% (71.4%)</td> <td>66.7% (71.4%)</td> </tr> </tbody> </table>	Class Subject	Reading (last year)	Writing (last year)	Maths (last year)	Year 3	54.5% (70%)	45.5% (70%)	63.6% (90%)	Year 4	80% (81.8%)	80% (36.4%)	80% (63.6%)	Year 5	63.6% (41.7%)	36.4% (50%)	63.6% (58.3%)	Year 6	66.7% (85.7%)	58.3% (71.4%)	66.7% (71.4%)	White British pupils will remain a focus group in each class to help to improve attainment and to help them catch up with lost learning.
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