



St Anne's and St Joseph's RC Primary School

Pupil Premium Strategy 2020 - 2021

1. SUMMARY INFORMATION					
Academic year	2020-2021	Total PP budget	£104,565	Date of most recent PP review	September 2020
Total number of pupils	225	Pupils eligible for PP	77children (34%)	Date for next internal review of this strategy	July 2021

2. CURRENT ATTAINMENT			
	PP	Non-PP	Overall
GLD			No data due to national pandemic
Phonics			
% achieving expected standard or above in reading (KS1)			
% achieving expected standard or above in writing (KS1)			
% achieving expected standard or above in maths (KS1)			
% achieving expected standard or above in reading (KS2)			
% achieving expected standard or above in writing (KS2)			
% achieving expected standard or above in maths (KS2)			

3. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP, including high ability)	
A	Many disadvantaged children enter school with limited communication and language skills, resulting in a slower start to their education.
B	PP children commonly come to school with fewer experiences to draw upon and relate to from their wider life experiences and low aspirations for their own future meaning they struggle to engage with the school curriculum on a level that is meaningful to them.
C	Poor attendance is a factor for some pupils eligible for PP funding.
D	The home environment for some pupils eligible for PP funding is not conducive to learning – due to socio-economic factors such as low income and over-crowding.
E	Due in part to challenging, external circumstances, many PP children do not have the social and emotional resilience to allow them to focus on academic matters.

4. DESIRED OUTCOMES

	Desired outcomes and how they will be measured	Success criteria
A	<i>Children's</i> vocabulary levels will be considerably improved which will impact upon all areas of the curriculum.	PP children achieve as well as non PP pupils in the phonics screening check and English.
B	To ensure that all children are provided with a rich program of enrichment activities and a curriculum which opens up a wealth of cultural capital.	PP children will participate in enrichment activities across school which they may otherwise not experience.
C	To identify and provide support for the social/emotional needs of pupils eligible for PP funding so that they are able to focus on their learning.	Supported pupils are able to demonstrate the emotional resilience that enables them to adopt a more focused approach to their learning. Consequently, they attain in line with their peers or no lower than 10%.

6. PLANNED EXPENDITURE

Target	Action	Rationale	Monitoring	Review points	Staff lead/allocated funds
<p>Increase rate of progression from phases 1 to 5 for PP children.</p> <p>PP children achieve as well as non PP for phonics at the end of Year 1.</p>	<p>Progression document to be shared with staff, clarifying the expected rate of progression through the phonics phases and related book bands.</p> <p>A long term plan is in place which ensures children have been taught phases 1 – 5 phonics in line with national expectations.</p> <p>Half-termly phonics assessments and tracking using Phonics Tracker with phonics groups reviewed.</p>	<p>Children come into school with limited phonetic awareness which needs to be introduced and embedded progressively across the all departments.</p>	<p>Half termly phonics assessments using Phonics Tracker) – phonics lead to track progress and attainment.</p> <p>Reading to be incorporated into TA appraisal targets.</p> <p>Half termly analysis of attainment and progress in phonics to identify disadvantaged children who are not on track or in danger of falling behind, and inform additional interventions as needed.</p>	<p>Data to be reviewed every half term.</p>	<p>English Lead £11.600</p>

	Interventions to be timetabled as needed to ensure PP children do not fall behind.		<p>English Lead and SLT to ensure that all objectives from the action plan are implemented consistently in EYFS and KS1 in order to raise standards.</p> <p>Phonics screening results for PP children to be in line with non-PP children.</p> <p>Regular phonics drop-ins to monitor the quality of teaching and learning during phonics sessions.</p> <p>Phonics training for all staff across school to ensure consistency of approach and secure effective teaching and learning of phonics and early reading.</p>		
<p>Provide opportunities for language development at all times throughout the curriculum.</p> <p>PP Children achieve as well as non PP in maths, reading and writing.</p>	<p>EYFS to target communication and language development heavily throughout the year.</p> <p>All staff to provide opportunities to model good language and communication at all times.</p>	Children do not always respond in full, coherent sentences and lack the vocabulary skills to communicate effectively.	<p>In-school monitoring has three moderated assessment periods, to closely track individual pupil progress against all areas of learning.</p> <p>Lessons / books show that children are given lots of opportunities to use ambitious vocabulary.</p>	Data to be reviewed every 12 weeks as per the <i>school's assessment</i> timetable.	<p>English/Subject Leads</p> <p>Class teachers</p> <p>EAL Lead</p> <p>£23.000</p>

	<p>Ensure that all teachers ensure a language rich curriculum throughout the year – pre teaching vocabulary where necessary.</p> <p>Talk Boost used as a targeted intervention.</p> <p>1:1 support for children with additional needs through TA delivering a tailored program of support as required.</p> <p>EAL pupils to receive additional intervention support.</p>		<p>PP children are closely monitored against the rest of the cohort.</p> <p>EAL pupils who are new arrivals or have low English vocabulary, will attend intervention with Julia from the EMA team.</p>		
<p>Provide opportunities to widen the aspirations and awareness of wider opportunities.</p> <p>Children will develop cultural capital.</p>	<p>Curriculum maps to show enrichment opportunities throughout the year.</p> <p>Enrichment planned to link with topics to maximise learning opportunities.</p> <p>Professionals to be invited into school to hold discussions with children about their careers.</p>	<p>Children do not always have access to wider opportunities and therefore their cultural capital is low.</p>	<p>Enrichment activities tracked for PP children.</p> <p>Monitoring of the wider and core curriculum allow the school to ensure that initiatives are feeding back into school work and driving improvement.</p>	<p>Tracking of pupils attending enrichment activities to be collected.</p>	<p>Curriculum Lead Class teachers £13.500</p>

<p>Further develop assessment and tracking to improve outcomes for PP children.</p>	<p>PP GDS discussed at termly pupil progress meetings.</p> <p>Focus on PP children achieving GLD at the end of EYFS and target to make better than expected progress to achieve GDS at the end of KS1.</p> <p>All teachers in all year groups aware of target children for this purpose.</p>	<p>Due to home circumstances, pupils may not be able to continue learning at home and therefore school is their only access to learning and development.</p>	<p>Monitoring will take place as part of the schools 3 point assessment cycle.</p> <p>R/W/M Leads to ensure attainment and progress on a termly basis and use this to inform future development.</p> <p>PP leader to analyse individual attainment and progress on a termly basis and use this to inform future development.</p>	<p>Data to be reviewed every 12 weeks as per the <i>school's assessment</i> timetable.</p>	<p>Assessment Lead EYFS/KS1 Lead and teaching staff KS2 lead and Teaching staff. £11.350</p>
<p>Provide a network of social and emotional support for PP children.</p>	<p>Employ CARITAS social worker to ensure all PP children and their families have access to social and emotional support.</p> <p>Staff and CARITAS worker communicate any concerns regarding PP children.</p> <p>Encourage children and families to engage with CARITAS worker.</p>	<p>Due to recent global issues, <i>pupil's well-being</i> alongside home factors, have been amplified therefore impacting on their learning.</p>	<p>CARITAS and counsellor to provide termly impact reports to head.</p>	<p>Feedback from the school counsellor and liaison with the class teacher and families about this progress.</p>	<p>Headteacher Class teachers Counsellor £40.500</p>

<p>To liaise and support families of pupils with low attendance so that attendance improves.</p>	<p>Attendance lead to monitor attendance, liaise with families through school procedure with the aim of improving attendance.</p> <p>Attendance to be highlighted on the school newsletter and an award board placed in the school hall to demonstrate the importance of attendance on attainment.</p>	<p>Some children want to attend school but cannot get into school due to home factors.</p>	<p>Attendance lead to record and track pupil attendance across school.</p> <p>Attendance lead to ensure that families of children who dip below targets for attendance are spoken with and referred if necessary.</p> <p>Attendance of vulnerable pupils improves and the attendance percentage of pp and other groups closes.</p>	<p>Office staff to track attendance regularly. Pupils attendance will improve and remain above 96%</p>	<p>Headteacher Attendance Lead PP Lead £20000</p>
<p>TOTAL BUDGETED COST</p>					<p>£119950</p>