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| **1.Summary information** | | | | | |
| Academic Year | 2020-21 | Total PP budget (indicative) | £193,645 | Date of most recent PP Review | Sept 2021 |
| Total number of pupils | 439 | Number of pupils eligible for PP | 144 | Date for next internal review of this strategy. | January 2021 |

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| **2. Current attainment and progress for disadvantaged pupil’s summary** | | |
| Our 2020 KS2 cohort, based on teacher assessment, progress and practice tests up to the end of June 2020 achieved - | Pupils eligible for PPG, St A’s | National All Pupils  2019 |
| **Key Stage Two 2020** (19/60 = PPG) |  |  |
| % achieving expected or above in reading, writing and maths  % achieving higher standard in reading, writing and maths | 52%  4% | 65%  11% |
| Progress scores not available 2020. |  |  |
| Our 2020 EYFS and KS1 pupils, based on teacher assessment up to the end of June achieved - |  |  |
| **Key Stage One 2020** (12/59 = PPG) |  |  |
| % achieving expected or above in reading, writing and maths | 58% | 65% |
| % achieving expected or above in reading | 64% | 75% |
| % achieving expected or above in writing | 64% | 69% |
| % achieving expected or above in maths | 68% | 76% |
| **Phonics Check 2020** – will be completed in December 2020 … | | |
| **Early Years Foundation Stage 2019** (4/53=PPG) |  |  |
| % obtaining Good Level of Development | 58% | 72% |

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| **3. Barriers to future attainment (for pupils eligible for the Pupil Premium Grant).**  When compared to the results for national all pupils our pupils eligible for the Pupil Premium Grant have excellent progress and good attainment, see below for barriers identified within the results for St Anne’s RC Primary School pupils. | |
| **In-school barriers** | |
| A. | School closures will have impacted on the learning and progress of all pupils, alongside a whole school focus on wellbeing and mental health we are concerned that engagement with remote learning during summer term 2020 was lower for PPG pupils. |
| B. | Impact of school closures of the youngest learners, especially systematic, synthetic phonics as remote learning could not match high quality teaching in school. |
| C. | Current Year 6 (29%) and current Year 2 (27%) pupils eligible for PPG currently have attainment well below that of all pupils for Reading, Writing and Maths |
| **External barriers 2019-20** | |
| D. | There are many more pupils eligible for the PPG in the persistently absent (PA) as from all school category (missed more than 10% of school sessions). Data based on first three half-terms 2019-2020. School all pupils is 16.52 % PA, PPG pupils is 44.74% and National all primary schools was 9.2% in 2018-2019. |
| E. | Children enter our school with speech, language and communication development well below that expected of their age. Nursery on entry 2019-2020 was 36% at age related within Communication, Language and Literacy Development (CLLD) and Reception entry 2019-2020 was 28% CLLD (baseline for 2020 – 21 in progress) |

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| **4. Outcomes** | |
|  | *Desired outcomes and how they will be measured* |
| 1.  Barrier A and C | All pupils will make good or better progress, in order to cover 4 terms of curriculum content in the three school terms 2020-2021. Careful tracking will ensure PPG will not be more adversely affected and gaps will narrow for the current Year 2 and 6 cohort. |
| 2.  Barrier B | Progress in phonics will be rapid, with additional support for the least able, in order to close the phonics gap as soon as possible in KS1, through the introduction of Read, Write, Inc in Reception and Year 1. |
| 3.  Barrier D | An increased focus by Deputy Headteacher and Attendance Lead will continue to identify early and provide support for children and their families falling into, or at risk of being, persistently absent. There will be increased focus on improving overall attendance for the children eligible for PPG in order to narrow the attendance gap to within 5%. |

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| **5. Planned expenditure** | | | | | | | | | | |
| **Academic Year 2020-2021** | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | |
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice  We have used the research by EEF and Sutton Trust to support decision making. | How will we ensure it is implemented well? | Staff Lead | Cost | Analysis and outcome | | | | |
| Outcomes 1 and 2.  Pupils eligible for PPG as a whole, and groups within, will be monitored closely to ensure high attainment and progress.  Monitoring of learning and teaching across school will show continued high quality, all teaching at least good and much role model. | One day a week AHT leadership time to lead the teaching and learning within KS2.  ½ day a week acting KS1 lead leadership time to lead the teaching and learning within KS1.  SLE support to EYFS lead to lead the teaching and learning within EYFS.  Range of actions including attending and disseminating training, providing coaching support, team teaching, lesson study, providing cover for teachers to participate in observations and discussions of best practice.  In addition, work closely with the therapeutic offer team to provide pastoral support. | Increased staff skills, confidence and knowledge leading to more role model teaching and learning with greater impact on all pupils.    Feedback and marking are of consistent high standard across school. | Regular Pupil Premium reviews (internal)  Monitoring systems including learning walks, drop-ins and pupil and staff voice.  Data analysis and pupil progress meetings  Use INSET time to deliver training on priorities.  Use regular Staff Meetings to review. | 1 day LC  1/2 day ED  SLE support package for 5 days (£350 per day) | £22,315 | * Y2-6 Write Stuff internal training and reflection inset, analysing progress and deciding next steps - LC * Book looks and feedback in English - LC * Use of Iris to support teaching and learning - KT, LC * KS2 Lead in class full time from Nov * EYFS outdoor planning support with CC from BV with LB and RH * supported creating EYFS Development plan with LB * CC from BV supported LB with EYFS leadership role by being available through email contact * CC from BV supported EYFS staff by discussing BV routines * CC from BV supported EYFS teaching staff with classroom set up- visited BV | | | | |
| Outcome 2  Implement Read, Write, Inc across EYFS and Year 1 (Autumn term 2020 for Yr2) | Fidelity to approach – RWI scheme purchased, staff trained, pupils taught.  Specific and focused training to implement RWI across Reception and Year 1/2 in order for progress in phonics, reading and writing to be consistent and rapid | Consistency in teaching approach and language for all teaching team in order to raise standards and outcomes up to Year 2.  Year 2 pupils ready to adapt their skills and knowledge to their reading and writing curriculum. | Acting KS1 Lead to monitor implementation, be the ‘expert’, support the RWI leader (TLR holder) to monitor and evaluate. | Additional resources  Training academic year 2020-21 | £1,700  £4,002 | * All staff have had RWI training and were   supported with this by Helena Sweeney  -RWI lead   * Identified Y2 children were put into 2 x   small groups till Summer term - where  gaps were identified   * Regular training and support   provided by HS | | | | |
| Outcome 3  Children will ‘know more and remember more’ year by year. Outcomes and progress gaps will narrow. | School will develop staff training around development of memory, securing new learning into long term memory and making links between learning.  Consider load on working memory and how to support this.  Explicitly teach strategies to support memory linking to metacognition | Learning has been defined in cognitive psychology as an alteration in long-term memory.  Additionally, new Ofsted framework defines progress as “knowing more (including knowing how to do more) and remembering more. When new knowledge and existing knowledge connect in pupil’s minds this gives rise to understanding…” | Feedback from training and development  Pupil Voice  Staff voice  Assessment | AHT x3 days | £578 | * 1:1 meeting with subject leads to   refine knowledge expected to be  remembered by chn - LC   * Reading, History and DT Deep Dive * Progression documents show how the   knowledge and skills build within a  subject - subject leads, LC | | | | |
| Outcome 1 & 2  National Professional Qualification for Middle Leaders (NPQML) | National Professional Qualification for Middle Leaders (NPQML) and will be undertaken by 3 middle leaders this year.  Each qualification involves research, design, implementation and evaluation of a school improvement project. | Enhancing professional development with a focus on research / evidence based improvement will improve three specific areas of school improvement.  PPG funding will support costs of enrolment onto the qualifications and up to 5 days’ release time for each staff member to attend training and work on the project. | Attendance on 5 days training and 5 twilight sessions  School based coach for each.  Impact project agreed with HT and course leaders. | HT  Fees £3000 each  Plus 5 days cover (x3 RH, HS, RWD) | £12,000 | * Middle leaders are in the middle of   completing this qualification and have  undertaken projects across school –this  has been somewhat hindered by COVID  restrictions and school closures. their final  session is in November with Project submission in  January | | | | |
| All PPG pupils will access full visits and visitor’s enrichment programme, including the opportunity to take part in residential trips. Paused due to COVID – to be reviewed | Visits and Visitors Enrichment Programme  Class budget to subsidise travel and entry costs for educational visits or to purchase visitors into school (i.e. Yellow Brick Rd, science workshops).  Part fund residential | A wider programme of visits and visitors will be able to take place. Enriched curriculum leading to higher motivation and increased attainment and achievement. |  | HT | £7,000 | * Use of Now Press Play, whilst trips   were suspended | | | | |
| Behaviour – Zones of Regulation | SLE support to develop school behaviour policy and procedures within the framework of Zones of Regulation programme | Children who are emotionally well regulated with well-developed characteristics of learning make better progress and have improved outcomes.; | Training  Staff development  Coaching  Pupil Voice | SLE x 10 days @ £350 per day | £3,500 | * SLE support brokered from BV - 2x   sessions for all teaching staff   * Staff supported by SLT in setting   up the zones and toolkits for  each child   * Behaviour Policy rewritten to   reflect changes use of language  and zones and to weave in Manners  Curriculum | | | | |
| Quality of teaching for all total budgeted cost | | | | £51,095 | | | | | | |
| 1. **Targeted Support** | | | | | | | | | | |
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice | How will we ensure it is implemented well? | Staff Lead | Cost | Analysis and outcome | | | | |
| Outcomes 1, 2 and 3  In addition  80% of pupils accessing Therapy services on a regular basis (6 sessions or more) will meet their short term targets, as set by the team / therapist. | Therapeutic and Pastoral Support led by the Play Therapist (until end Aut 2020) – professional therapist training TA in the role from Jan 2021 3 days a week  Whole school – targeted children using MUST-SHOULD-COULD approach. | Raised self-esteem, promoting confidence and self –regulation. Increased attendance, motivation, improved behaviour for learning and higher achievement. | Regular Pupil Premium reviews (internal)  Monitoring systems including learning walks, drop-ins and pupil and staff voice.  Data analysis and pupil progress  meetings  Use of SDQs and BOXALL profiles. | Play Therapist Costs (Aut 2020) 100%  TA costs 3 days all year !00% | £16,994 | Below are the services provided by the  Play Therapist during Autumn term  Delivery of training in relation  to the IntraQuest model of Therapy  · Individual Play Therapy work  · Filial Family Therapy  · Lockdown-Therapeutic Parenting  · Therapeutic Group Work (Messy Play)  · Mentoring a St Anne’s member of  staff in Therapeutic group work  · Staff consultations  · Parent consultations  · Child observations  · Closing reports with recommendations  · Weekly Lockdown resources for the  families of St Anne’s  From January 21  Restricted once again due to  Bubbles / closures / COVID   * When possible- one-day a   week sessions led by  Abbey Freeman for identified  children in school | | | | |
| Outcomes 1 to 3  CARITAS Social Worker (2 days a week)  Timescales for EHA will be adhered to. Family voice will be positive re support received. | CARITAS Social Worker (2 days)  Whole school – targeted children  using MUST-SHOULD-COULD approach.  Completion of Early Help Assessments, drawing up and carrying out plans, pupil drop ins, school safeguarding support. | Improved parental involvement and support at school.  Improved parent / child relationships.  Improved Attendance. | Regular Pupil Premium reviews (internal)  EH plans reviewed, impact measured  Pupil Voice | NG (add costs) 100% | £10,509 | * Helen-CARITAS support in school   for children who were identified  and/or referred within  school or through social care  request. - this was both  individual and small group sessions   * Support also given to identified   families - either by request/referral   * Open door policy for children   to drop-in with Helen for  individualised support   * Record/ log of support /evaluations   logged | | | | |
| Outcome 1  Targeted interventions delivered by trained TAs to keep up and catch up | Menu of class based TA interventions programmes | Diminish the difference between PP children and non PP and raise attainment and achievement across school. | Pupil Progress meetings  Monitor Interventions (overseen by class teacher, SENDCo) | 25% of class TA cost  (17 TAs) | £85,399 | Deployed by class teachers   * Whilst menu didn’t happen - targeted support   either home/ school - ENG/MATHS/  Social and emotional   * TA TRAINING to support them   and develop confidence / skillset  in delivering online/ virtual learning   * In Summer term 2 -   Provision map set up to monitor  and record interventions | | | | |
| Outcomes 1 to 3  SEND Support package commissioned.  Support commissioned on annual basis from  Educational Psychologist | Whole school – targeted children using MUST-SHOULD-COULD approach.  Regular multi-agency planning approach to support whole school. | Early Identification will support pupils closing the gap.  Expert support and advice will support strategic planning.  Close the gap between PP children and non PP and raise attainment and achievement across school. | SENDCo attend and disseminate relevant training and regular network events.  Annual SENDCo report to Governors. | EP cost – 100% | £10,303 | SLA for EP and SaLT used throughout Covid  TAC meetings for specific SEND children  SENDCo network attended throughout the year  Outreach sourced from Bridgelea and Bowker  Vale | | | | |
| Outcomes 1 to 3  In addition  80% of children accessing direct (from SaLT) or indirect (TAs delivering WELLCOMM) therapy will meet targets as set in their ISP or group plan. | Speech and Language Provision  Commission Speech and Language Therapist  Whole school – targeted children using MUST-SHOULD-COULD approach.  Wider impact through provision and monitoring of WELLCOMM programmes delivered by TAs | Improved speech, language and communication skills.  Identified in evidence as key area for development and important predictor of future progress. | SaLT to meet termly with TAs to monitor and evaluate.  Termly review meeting with SENDCo.  SENDCo monitor IEPs and provision. | SaLT cost  TA time for WELLCOMM  (CO at 50%  PO at 50%) | £29,591 | Wellcomm delivered by NurseryTA - all Nursery  children assessed and grouped according to need  Provision Map now being used to track SEN data,  reports for children (SaLT, EP, OT)  Plan for new SLA for SaLT for EYFS department  Teachers and TAs trained how to use Provision Map  ISPs and Provisions uploaded on to Provision  Map and staff reviewing them at end of year  ISPs printed off and in English / Maths books as  appropriate  NELI program delivered in Reception - specific  children identified. Outcomes at end of program  were good | | | | |
| Outcome  Mastery in Maths input for UKS2 pupils and teachers | Input from external teacher focusing on mastery in maths for UKS2 pupils and teachers – increase challenge for all and CPD for teachers in order to raise attainment in outcomes for reasoning in maths | Diminish the difference between PP children and non PP in maths and raise attainment and achievement across UKS2. | Pupil Progress meetings  Monitor maths outcomes (overseen by AHT) | 100% of Peter time | £1,350 | Postponed due to COVID RISK  ASSESSMENT | | | | |
| Targeted Support total budgeted cost | | | | £154,146 | | |  |  |  |  |
| TOTAL BUDGETED COST | | | | £205,241 | | | | | | |
| **Overspend** | | | | **£11,596** | | | | | | |