



# Pupil premium strategy statement 2020-2021

This information contained in this report is from September 2019- March 2020, due to school closure from March 2020 as a result of the COVID19 pandemic. Any data is from the end of the academic year 2018 – 2019 (unless otherwise stated) as the last published data available.

1. Summary information					
School	St Anne's CE (Aided) Primary School				
Academic Year	2020-2021	Total PP budget	£72,630	Date of most recent PP Review	Sept 2018
Total number of pupils	297	Number of pupils eligible for PP	54	Date for next internal review of this strategy	July 2021

2. Current attainment						
Attainment for: 2018-2019 (10 pupils)						
<b>KS2 Attainment 2019</b>	School			National		
	Expected Standard or above					
	Pupil Premium 10 Pupils	Not Pupil Premium 29 Pupils	All Children	Pupil Premium	Not Pupil Premium	All children
	Reading	90%	86%	87%		73%
	Writing	90%	79%	82%		78%
	Maths	80%	86%	85%		79%
	Grammar, Punctuation and Spelling	100%	86%	90%		78%
RWM	60%	76%	72%	51%*	71%*	65%
*provisional						
At St Annes, children in receipt of Pupil Premium attained better than children who were not eligible in all subjects except maths. Pupil Premium children also performed better than Pupil Premium children nationally. We are successfully diminishing the differences for disadvantaged children.						

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Communication and language skills on entry to school are below typical.

<b>B.</b>	Personal, social and emotional skills on entry to school are below typical.	
<b>C.</b>	Rising number of children needing SEN support.	
<b>D.</b>	Sustained support will be needed to help disadvantaged pupils catch up as a result of school closures due to the COVID-19 pandemic.	
<b>E.</b>	Some families have limited access to Wi-Fi and technology to access remote learning.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	Persistent absence	
<b>G.</b>	Punctuality	
<b>H.</b>	Limited experiences to develop language	
<b>I.</b>	Local restrictions due to COVID-19 including regulations for self-isolation.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Strong social and emotional support is provided to remove barriers to learning caused by difficulty to self-regulate emotions.	Children's social and emotional skills are improved and impact is made on positive well-being.
<b>B.</b>	PP children's attainment across the curriculum (including phonics) improves in line with non-pp children and they acquire the basic skills, and knowledge they need to access the curriculum.  Remote learning provides access to an effective curriculum during any school or 'bubble' closures.	PP children make good progress in reading, writing and maths. PP children can achieve well in core subjects. Children enjoy reading and can talk enthusiastically about a book they are enjoying. PP children achieve in line with non-PP children and differences are diminished.
<b>C.</b>	Attainment for PP children who also require SEN support will improve in line with non-PP children.	PP/SEN children will make good progress in reading, writing and maths. PP children can achieve well in in core subjects.
<b>D.</b>	Attainment for PP children who also have EAL will improve in line with non-PP children.	PP/EAL children will make good progress in reading, writing and maths. PP children can achieve well in in core subjects.
<b>E.</b>	The improved attendance and punctuality of PP children is maintained.	Reduce the number of persistent absentees among pupils eligible for PP. Attendance for the children is in line with national at 96%.

<b>F.</b>	PP children's language and experiential vocabulary will be developed and enhanced in line with their peers.	PP children will be able to access subject specific language in order to enable them to access all areas of learning and express themselves appropriately allowing them to take advantage of the opportunities, responsibilities and experiences of later life.
<b>G.</b>	Any identified gaps between PP and non-PP children due to COVID-19 school closures will be closed	PP children make good progress in reading, writing and maths. PP children can achieve well in core subjects. Children enjoy reading and can talk enthusiastically about a book they are enjoying. PP children achieve in line with non-PP children and differences are diminished.

## 5. Planned expenditure

<b>Academic year</b>	<b>2020/21</b>
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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

<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>When will you review implementation?</b>
Sustain improved provision for communication and language through the EYFS.	Specific interventions such as I Can Early Talk to continue. Directed provision allows time for quality modelling of communication and language.	EY staff to be fully aware of the PP children in their classes and identify these children for intervention. Early intervention will reduce the risk of these children not making progress in line with their peers.	SENCO to monitor interventions. PPG surgery meetings to discuss individual children and their needs. Progress meetings termly will continue to have a specific focus on PPG children.	RR AM SE LM	June 2021
Sustain improved provision for PSED through the EYFS.	Circle time and Time to Talk resources to be used to enhance the children's ability to discuss their needs. Continuous and directed provision adapted to address this.	EY staff to be fully aware of the PP children in their classes and identify these children for intervention. Early intervention will reduce the risk of these children not making progress in line with their peers. Time to Talk and clear modelling of expressing needs has been proven effective in other year groups.	SENCO to monitor interventions. PPG surgery meetings to discuss individual children and their needs. Progress meetings termly will continue to have a specific focus on PPG children.	RR LM AM SE LB	June 2021

The attendance of PP children improves.	The curriculum and lessons will interest and engage all children and especially PP children. They will include PASSION days to begin the topic and reflection days to reflect and review their learning. School Attendance Clerk to continue to rigorously monitor and address poor attendance.	When a child cares about the topics learned and their purpose this can be a hook to make them want to come to school. PASSION days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic plans will be shared with parents and will be engaging. PASSION days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Regular meetings with the attendance officer. Some activities may be limited due to COVID-19 restrictions and these will need to be adapted to ensure the curriculum remains highly engaging.	SH DB LB All Staff	June 2021
Supporting effective remote learning will mitigate the extent to which the gap widens between PP and non-PP children.	Remote learning will be in line with the curriculum the children would have been receiving in school so that gaps do not widened.	During periods of school closure, it is imperative that children have access to the correct technology to be able to work and learn remotely.	IT staff (Fingertips) will monitor to ensure children and staff are able to access the chosen platforms. SLT to monitor that children are accessing remote learning and that the work provided is in line with that which the children would be receiving in school. All staff to provide remote learning in line with the Remote Learning policy.	SLT Fingertips All Staff	June 2021

<b>Planned Expenditure:</b>	<b>Cost:</b>
<ol style="list-style-type: none"> <li>1. School Attendance Clerk</li> <li>2. Interventions</li> <li>3. Curriculum Investment</li> <li>4. Incentive &amp; Reward Scheme for attendance</li> </ol>	<ol style="list-style-type: none"> <li>1. £4116</li> <li>2. £1000</li> <li>3. £5000</li> <li>4. £750</li> </ol> <p><b>Total: £10,866</b></p>

<b>ii. Targeted support</b>					
<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>When will you review</b>

					<b>implementation ?</b>
Interventions will have measurable and quantifiable impact on outcomes.	<p>Review the rigor of current interventions and their impact. Work with Educational Psychologist and other outside agencies/consultants to source quality interventions.</p> <p>Identify issues that have arisen due to school closures and/or related to COVID-19.</p>	Work with the Educational Psychologist and other outside agencies/consultants will provide support in sourcing purposeful interventions.	SENCO and SLT to monitor the impact of interventions in their phases.	LM SLT	June 2021
PP children's reading (including phonics), writing and maths improves in line with non-pp children and disadvantaged children have full access across the curriculum.	<p>Children will receive extra daily reading.</p> <p>Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading.</p> <p>Phonics provision to be monitored to ensure sessions are engaging and purposeful.</p> <p>Books will be celebrated and enjoyed in school. The English curriculum will continue to be enhanced to ensure engagement and structure. Whole school curriculum will be core text driven.</p> <p>Home readers to be reintroduced in KS2.</p> <p>The Maths curriculum will continue to be developed to ensure that children have access to practical resources so they can work using CPA.</p>	<p>When children read daily, their reading improves as does their acquisition of language and vocabulary. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed using individual targets.</p> <p>Phonics will be encouraged as a strategy to reading in the classroom when appropriate.</p> <p>Books will be on display in the classrooms and work on the walls will show the children's interest in books.</p> <p>An author will celebrated in medium term planning.</p> <p>Development of the maths curriculum and investing in quality resources and CPD will enable all children to access age appropriate lessons.</p>	<p>Pupil progress meetings will review intervention given (daily readers) and progress made.</p> <p>Drop ins will show books are celebrated and phonics is being used as a spelling strategy.</p> <p>The children will be able to talk to me about the author they are celebrating and learning about.</p> <p>MTP and STP monitoring and surgery days will give the opportunity to support staff development.</p>	LB SH All Staff	June 2021

<p>Children who fall into both PP, SEN and EAL will be clearly identified and will make improvements in attainment and progress.</p>	<p>Children clearly identified and specific interventions. Work with Educational Psychologist to improve provision. Improved work on vocabulary will raise attainment for children with EAL.</p>	<p>Work with Educational Psychologist will improve provision and identify provision and interventions to address specific needs. Work with English consultants will improve provision for EAL children.</p>	<p>SENCO to review PP/SEN/EAL pupils. Records on interventions kept and monitored. Progress meetings to focus on vulnerable groups</p>	<p>LM LB Ed Psych</p>	<p>June 2021</p>
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<p>PP children will receive the support be needed to help them catch up as a result of school closures due to COVID-19.</p>	<p>Children will be clearly identified and areas of need will be assessed and addressed in order to put into place the appropriate intervention.</p>	<p>Children are at greater risk of falling behind and gaps have potentially been widened between PP and non-PP due to school closures.</p>	<p>SENCO, SLT and staff will monitor that timely interventions are in place for those children who have fallen behind as a result of school closures. Interventions will be monitored. MTPs will be monitored to identify COVID catch up. Early pupil progress meetings will identify areas of need and the children needing them.</p>	<p>All staff</p>	<p>June 2021</p>
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<p><b>Planned Expenditure:</b></p>	<p><b>Cost:</b></p>
<ol style="list-style-type: none"> <li>1. Investment in a wider range of reading texts.</li> <li>2. Consultancy for improving outcomes in maths.</li> <li>3. Development of the Maths curriculum and resources.</li> <li>4. Consultancy for improving outcomes in reading and writing.</li> <li>5. Teaching Assistant support directed to PPG (equivalent of 1.5 days per week for every class) including HLTA for Y6 Support Sessions.</li> <li>6. Investment in quality interventions and SEN consultancy.</li> </ol>	<ol style="list-style-type: none"> <li>1. £5000</li> <li>2. £2000</li> <li>3. £5000</li> <li>4. £3000</li> <li>5. £71868</li> <li>6. £4000</li> </ol> <p><b>Total: £90,868</b></p>

iii. Other approaches					
Desired Outcomes	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
Subsidising trips, residentials, clubs, uniforms etc	Cultural enrichment accessible as part of the curriculum for all children.	Ensuring all children have equal opportunities will enhance their confidence and it will also ensure they have experiences in order to apply this into their work. Enrichment opportunities will also enhance the children's experiential vocabulary.	Office to manage and report to SLT.	LB SH DB	June 2021
Strong social and emotional support provided by an ELSA trained teaching assistant to children to improve attendance, confidence and emotional wellbeing.	Use of a trained TA to provide emotional literacy, counselling and time to talk.	Providing children with the time they need to discuss worries and issues from both inside and outside of school will enable them to concentrate on classwork and therefore make good progress and achieve in line with their peers.	Reviews with SE to track their progress in the sessions.	LM SE	June 2021
<b>Planned Expenditure:</b>			<b>Cost:</b>		
<ol style="list-style-type: none"> <li>1. Subsidising extracurricular activities.</li> <li>2. Purchasing uniform items for curriculum activities (PE)</li> <li>3. Teaching Assistant support directed to PPG who need social and emotional support.</li> <li>4. CPD for SENCO, TA and teaching staff in mental health and emotional wellbeing.</li> <li>5. Investment in technology for disadvantaged children to access remote learning</li> </ol>			<ol style="list-style-type: none"> <li>1. £6000</li> <li>2. £500</li> <li>3. £5100</li> <li>4. £2000</li> <li>5. £5000</li> </ol> <p><b>Total: £18,600</b></p> <p><b>Total Planned Spend: £120,334</b></p>		

## 7. Review of expenditure

Previous Academic Year		(Reviewed on Pupil Premium Strategy Statement: 2020/2021 and published on the school website)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Sustain improved provision for communication and language through the EYFS.	Specific interventions such as I Can Early Talk to continue. Directed provision allows time for quality modelling of communication and language.	Opportunities were offered to children in receipt of PPG and who were also SEN. Resources were purchased to develop communication and language.	Early intervention is vital to ensure rapid progress. Exposure to a variety of experiences such as visits and visitors has not been possible due to COVID restrictions. This has had impact on their vocabulary development and will need targeted support. Engaging parents through a variety of projects impacts positively on the progress and attainment children make. Further school closures required the need to plan for providing as many opportunities to develop communication and language during remote learning.	<b>£10,866</b>
Sustain improved provision for PSED through the EYFS.	Circle time and Time to Talk resources to be used to enhance the children's ability to discuss their needs. Continuous and directed provision adapted to address this.	Provisions such as circle time, music specialist provision and access to an ELSA trained teaching assistant continued to implemented.	Time to talk is beneficial for all groups of children and must continue. Early intervention and being proactive with continuous provision is vital to raise the attainment in self-confidence and self-awareness. This will continue to be targeted as a second lockdown had significant impact on children's early years experiences that are key to successful early development.	

<p>The attendance of PP children improves.</p>	<p>The curriculum and lessons will interest and engage all children and especially PP children. They will include PASSION days to begin the topic and reflection days to reflect and review their learning. School Attendance Clerk to continue to rigorously monitor and address poor attendance.</p>	<p>The school clerk continues to rigorously monitor attendance and works in close partnership with the school attendance officer and other external agencies to ensure children attend school. Attendance for PP children was slightly below that of non-PP.</p>	<p>If children are excited about learning, then they will be excited about coming to school. School trips, visitors and PASSION days have been difficult to manage this year due to the COVID restrictions in place. Teachers will have to be proactive in finding engaging ways to hook the children into their learning.</p>	
<p>Supporting effective remote learning will mitigate the extent to which the gap widens between PP and non-PP children.</p>	<p>Remote learning will be in line with the curriculum the children would have been receiving in school so that gaps do not widened.</p>	<p>Devices were offered to all pupils in receipt of PPG who required them as well as additional routers for internet access.</p> <p>Additional welfare calls were made to support children in receipt of PPG to ensure they engaged in home learning tasks.</p> <p>There were a small minority of pupils who did not engage and as a result have needed additional catch up support on return to school.</p>	<p>During periods of remote learning, children in receipt of PPG struggled to keep up with their peers and needed more support. If a national or local lock down occurred again, we would need to ensure that all children are engaging and potential provide a key lead person to monitor their engagement. Or alternatively, ensure they take a school placement.</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b> £90,868</p>

<p>Interventions will have measurable and quantifiable impact on outcomes.</p>	<p>Review the rigor of current interventions and their impact. Work with Educational Psychologist and other outside agencies/consultants to source quality interventions.</p> <p>Identify issues that have arisen due to school closures and/or related to COVID-19.</p>	<p>Work with the Educational Psychologist provided support in sourcing purposeful interventions. Other work with external consultants provided support for staff to develop and enhance the provision for PP children. Rigorously monitored interventions evidenced that progress was made and accurate records kept. Obviously, due to school closure, some interventions, for some pupils, were not completed.</p>	<p>Bespoke, timely and purposeful interventions are key to ensuring that gaps are narrowed between all groups of children. Continuous evaluation and monitoring of classroom interventions, teaching/learning strategies and the learning environment is important to provide the children with the opportunities to attain highly. Any interventions which were stopped due to closure will need to be picked up again as soon as possible.</p>	
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<p>PP children's reading (including phonics), writing and maths improves in line with non-pp children and disadvantaged children have full access across the curriculum.</p>	<p>Children will receive extra daily reading. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Phonics provision to be monitored to ensure sessions are engaging and purposeful. Books will be celebrated and enjoyed in school. The English curriculum will continue to be enhanced to ensure engagement and structure. Whole school curriculum will be core text driven. Home readers to be reintroduced in KS2. The Maths curriculum will continue to be developed to ensure that children have access to practical resources so they can work using</p>	<p>The English Curriculum is purposefully designed to engage children in a variety of texts and authors. Children are engaged with the English topics and texts. Children speak confidently about authors and can compare texts they have been exposed to. There is consistency to the teaching of phonics and this will raise standards.</p> <p>Unfortunately, due to school closure, there is no statutory data to reflect on for 2020-21.</p>	<p>Regular monitoring and consistency in all subject areas provides SLT and subject leaders with a clear picture of practice within school and ultimately leads to good progress and attainment.</p> <p>Surgery days and monitoring are purposeful and usual in supporting staff development.</p> <p>The revised phonics programme needs to be carefully studied and implemented and all staff require training. This programme should support children in receipt of PPG and those who need to keep up and catch up.</p>	
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<p>Children who fall into both PP, SEN and EAL will be clearly identified and will make improvements in attainment and progress.</p>	<p>Children clearly identified and specific interventions. Work with Educational Psychologist to improve provision. Improved work on vocabulary will raise attainment for children with EAL.</p>	<p>Work with Educational Psychologist improved provision and identified interventions to address specific needs. Children were clearly identified in pupil progress meetings and their attainment was closely monitored. Work with external consultants helped to raise the status of vocabulary and its impact on the text and the reader. OPP meetings were child centred and focussed on the progress and the needs of the child.</p>	<p>Records on interventions kept and continue to be regularly monitored. Progress meetings will continue to focus on vulnerable groups.</p>	
<p>PP children will receive the support be needed to help them catch up as a result of school closures due to COVID-19.</p>	<p>Children will be clearly identified and areas of need will be assessed and addressed in order to put into place the appropriate intervention.</p>	<p>The National Tutoring scheme was used to cater for children who had gaps in their phonic knowledge. This had impact in terms of their scores increasing, however, many children did not reach the pass score of 32 marks and require further support moving forward.</p>	<p>Small group intervention has worked in the short term but the children need regular and sustained intervention which will have a long lasting impact.</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b></p>	<p><b>Lessons learned</b></p>	<p><b>Cost £18,600</b></p>

Subsidising trips, residential, clubs, uniforms etc	Cultural enrichment accessible as part of the curriculum for all children.	School trips did not go ahead due to the pandemic other than COVID secure visits to Castleshaw.  We did subsidise some online visitors to enhance curriculum areas.	Visits and visitors play an integral part in the children's social, moral, spiritual and cultural development. These experiences also lead to enhancing the children's vocabulary development.  COVID restrictions minimised these opportunities this year.	
Strong social and emotional support provided by an ELSA trained teaching assistant to children to improve attendance, confidence and emotional wellbeing.	Use of a trained TA to provide emotional literacy, counselling and time to talk.	Emotional Literacy Support training was provided to a dedicated teaching assistant which means that we now have a trained ELSA in school. TA support was provided to children and dedicated time to talk was offered. These sessions ensured that the children could discuss their worries from both inside and outside school with a trusted adult. This opportunity to have the time to talk meant that the children were able to access learning in the classroom. This support also ensured that children wanted to attend school.	Time to talk is beneficial and vital to ensure that children are in a positive frame of mind to access learning and this must continue.	

## 8. Additional detail

In January 2021 schools partially closed once again due to the COVID-19 pandemic. Priorities for providing high quality education continues and staff adapted quickly to providing remote learning and keeping contact with our families. This included the loaning of iPads and chrome books through the DfE scheme to children who did not have access to technology. Staff also continued to work in school on a rota basis to provide care for vulnerable children and the children of keyworkers throughout the period of lockdown.