

Pupil Premium Strategy Statement – St. Anne Line Catholic Junior School

1. Summary information

Academic Year	2020/21	Total PP budget	£61,870	Date of most recent PP Review	July 2020
Total number of pupils	247	Number of pupils eligible for PP	52	Date for next internal review of this strategy	Jan 2021

1. Current attainment

Year 6	(Actual) Pupils eligible for PP - 2018	(Actual) Pupils eligible for PP - 2019	(Predicted) Pupils eligible for PP - 2020
% achieving Expected Standard or above in reading, writing and maths	36%	81%	72%
% achieving Expected Standard in reading	55%	94%	75%
% achieving Expected Standard in writing	73%	75%	82%
% achieving Expected Standard in GPAS	45%	88%	88%
% achieving Expected Standard in maths	64%	75%	75%

2. Barriers to future attainment

In-school barriers

A.	Skills in all subjects across the school are lower for pupils eligible for PP than for other pupils as a result of COVID-19 National Lockdown and lost teaching and Learning.
B.	Baseline outcomes in year 3 do not correlate with KS1 outcomes.
C.	Social and emotional development of pupils eligible for PP is not always as mature compared with all other children.

External barriers

D.	A small group of white British parents across the school are difficult to engage.
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress and attainment in all subjects for pupils eligible for PP.	The gap is closed between pupils eligible for PP and other children.
B.	Accelerated progress in year 3 across all subjects.	Attainment by the end of the year matches or exceeds age related expectations.
C.	Children are happy and feel safe and secure at school.	Children's social and emotional maturity matches age related expectations.
D.	Increased parental involvement for pupils eligible for PP.	Parents engage in school activities. Parents support children at home to complete homework tasks.

4. Planned expenditure

Academic year

2020 to 2021

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

Desired Outcome	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?
<ul style="list-style-type: none"> Higher rates of progress and attainment in English and Maths for pupils eligible for PP. 	<ul style="list-style-type: none"> Baseline assessments completed to identify gaps in learning. Staff training on high quality teaching of reasoning skills in Maths. Double English and Maths – taught alongside a broad and balanced enriched curriculum. 	<ul style="list-style-type: none"> We want to invest some of the PP in purchasing high quality resources and technology so that accelerated progress is made in English and Maths. Quality First Teaching is the key to success. Work is personalised to enable gaps to be closed. Children feel supported in achieving their potential. 	<ul style="list-style-type: none"> Weekly PDMs with subject specific focus. Pupil Progress meetings with SLT. Climate walks and observations to observe learning. Standards in books are checked regularly. 	<p>Curriculum leads.</p> <p>SLT</p>	<p>Throughout Autumn Term 2020</p>
	<ul style="list-style-type: none"> Same day Interventions carried out to address misconceptions and close gaps. 	<ul style="list-style-type: none"> High quality immediate feedback is a highly effective way to accelerate progress and in doing to raise attainment. Small group and 1 to 1 help children focus and can provide the extra support needed for them to make progress in English and Maths. Knowledgeable and experienced staff completing Interventions. 	<ul style="list-style-type: none"> Provision Maps shared and discussed during Pupil Progress meetings. Intervention Folders are monitored regularly. 	<p>Class Teachers</p> <p>SLT</p>	<p>Spring 2021</p>
	<ul style="list-style-type: none"> Three way split across targeted year groups with Deputy Head delivering maths lower ability pupil premium group (COVID-19 Restrictions applicable). 	<ul style="list-style-type: none"> Basic arithmetic skills will be developed to ensure that all children within the group are equipped with age related skills that allow them to access the end of year arithmetic with confidence. 	<ul style="list-style-type: none"> Weekly tracking. 	<p>Deputy head</p>	<p>Spring / Summer 2021</p>
Total budgeted cost					£16,300

ii. Targeted Support					
Desired outcome	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?
<ul style="list-style-type: none"> B. Accelerated progress in year 3 across all subjects. 	<ul style="list-style-type: none"> One to one intervention across the school with PP children – using support staff specialisms. 	<ul style="list-style-type: none"> Some of the children need targeted support to catch up. Some of the children need highly individualised learning programmes such as precision teaching. 	<ul style="list-style-type: none"> Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. 	Deputy head	Spring 2021
<ul style="list-style-type: none"> C. Children are happy and feel safe and secure at school. 	<ul style="list-style-type: none"> Learning mentor to support children across the school referred by class teachers and SLT. Intensive Well-being programme. Beehive Nurture Centre focusing on SEMH 	<ul style="list-style-type: none"> We want to ensure that the barriers to learning are addressed so that children are then able to progress academically. 	<ul style="list-style-type: none"> Regular feedback given to SENDco and SLT by members of staff delivering. Forward planning to ensure children causing concern are supported. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. 	SENDco	Autumn 2020
Total budgeted cost					£41,320

iv. Other Approaches					
Desired outcome	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?
<ul style="list-style-type: none"> D. Increased parental involvement for pupils eligible for PP. 	<ul style="list-style-type: none"> Introduction of half termly SAL's Big Breakfast. Scholarship remission. Financial remission. Breakfast club when possible. 	<ul style="list-style-type: none"> Some parents who may well have found their own school experience difficult need to feel comfortable and well supported at our school. It is hoped that in turn these parents will engage more fully in home/school partnerships. 	<ul style="list-style-type: none"> Engage with parents throughout the activity. Regular feedback from class teachers to address concerns – what is going well and even better ifs. 	SLT	Autumn 2020
	<ul style="list-style-type: none"> Half termly book looks when COVID restrictions allow. Monthly Class Newsletters. 	<ul style="list-style-type: none"> Some parents find it more difficult to share their concerns with SLT and feel more relaxed to discuss ideas within an informal session with the class teacher. 	<ul style="list-style-type: none"> Regular feedback from those involved to deputy head and SENDco who will address concerns and implement necessary change. 	Learning Mentor	Spring 2021
Total budgeted cost					£4,250

5. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children achieve their end of year targets in reading, writing and maths.	Additional one to one intervention and booster groups. Learning Mentor support	High impact – 94% expected standard in reading, 88% expected standard in GPAS, Writing 75% and maths 75%.	Children made very good progress even if they did not achieve age related. We will continue this approach.	£25,721
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve social, emotional and behavioural maturity of groups of pupils.	Gym trail, Breakfast club, Learning mentors Additional residential support, clothing remission	High impact – children become more confident, behaviour issues are continuously addressed and children are given quality time to express themselves appropriately.	This approach will be continued.	£30,000
iii. Targeted support				
Increased parental involvement for pupils eligible for PP	Introduction of half termly SAL's Big Breakfast Singing scholarship Financial remission Breakfast club	Medium to High impact – parents who were disengaged became increasingly engaged,	This approach will be continued with an increased focus on getting parents and carers into the classroom more often to look at their child's work.	£3,000